

POLICY

Roselle Park Board of Education
Roselle Park, New Jersey

File Code: 6145.1/6145.2

INTRAMURAL COMPETITION; INTERSCHOLASTIC COMPETITION

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

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

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

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

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

Parental Consent

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

INTRAMURAL COMPETITION; INTERSCHOLASTIC COMPETITION (continued)

Academic Eligibility

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

Attendance Standards

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

Disciplinary Standards

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

Special Education Pupils

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

Physical Eligibility

All pupils in grades six through 12 participating in intramural or interscholastic athletics must be given a medical examination within 365 days prior to the first practice session, with a health history update if the examination was completed more than 60 days prior to the first practice session of the first sport participated in. The medical examination shall be given at the student's medical home, as defined in file code 5141.3 Health Examinations and Immunizations. If a student does not have a medical home, the school physician shall conduct the medical examination. Examinations shall be made available throughout the school year consistent with the district athletic schedule. The examination shall be documented on the form approved by the commissioner of education and include, as a minimum, the components listed in the administrative code. In the event a private physician is used, the medical examination shall not be at the expense of the board of education.

INTRAMURAL COMPETITION; INTERSCHOLASTIC COMPETITION (continued)

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

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

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

A. A medical history questionnaire, completed by the parent/guardian of the pupil, to determine if the pupil:

1. Has been medically advised not to participate in any sport, and the reason for such advice;
2. Is under a physician's care and the reasons for such care;
3. Has experienced loss of consciousness after an injury;
4. Has experienced a fracture or dislocation;
5. Has undergone any surgery;
6. Takes any medication on a regular basis, the names of such medication and the reasons for such medication;
7. Has allergies including hives, asthma and reaction to bee stings;
8. Has experienced frequent chest pains or palpitations;
9. Has a recent history of fatigue and undue tiredness;
10. Has a history of fainting with exercise;
11. Has a history of family members dying suddenly.

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

1. Measurement of weight, height, and blood pressure;
2. Examination of the skin to determine the presence of infection, scars of previous surgery or trauma, jaundice, and purpura;
3. Examination of the eyes to determine visual acuity, use of eyeglasses or contact lenses, and examination of the sclera for the presence of jaundice;
4. Examination of the ears to determine the presence of acute or chronic infection, perforation of the eardrum and gross hearing loss;
5. Examination of the nose to assess the presence of deformity which may affect endurance;
6. Assessment of the neck to determine range of motion and the presence of pain associated with such motion;
7. Examination of chest contour;
8. Auscultation and percussion of the lungs;

INTRAMURAL COMPETITION; INTERSCHOLASTIC COMPETITION (continued)

9. Assessment of the heart with attention to the presence of murmurs, noting rhythm and rate;
10. Assessment of the abdomen with attention to the possible presence of hepatomegaly, splenomegaly, or abnormal masses;
11. Assessment of the back to determine range of motion and abnormal curvature of the spine;
12. Examination of extremities to determine abnormal mobility or immobility, deformity, instability, muscle weakness or atrophy, surgical scars and varicosities;
13. Examination of the testes to determine the presence and descent of both testes, abnormal masses or configurations, or hernia;
14. Assessment of physiological maturation;
15. Neurological examination to assess balance and coordination and the presence of abnormal reflexes.

Insurance

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

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

Pamphlet on Sudden Cardiac Arrest

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

Good Sportsmanship

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

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

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

INTRAMURAL COMPETITION; INTERSCHOLASTIC COMPETITION (continued)

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

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

Adopted: March 16, 2010
 NJSBA Review/Update: November 2015
 Readopted:

Key Words

Extracurricular Activities, Co-curricular Activities, Competition, Intramural Competition, Interscholastic Competition

<u>Legal References:</u>	<u>N.J.S.A.</u> 5:17-1 <u>et seq.</u>	Athletic code of conduct permitted; "youth sports event" defined...
student activities; membership; rules and regulations; appeals	<u>N.J.S.A.</u> 18A:11-3	Voluntary associations regulating conduct of
director of athletics	<u>N.J.S.A.</u> 18A:26-2.1 <u>et al.</u>	Supervisory certificate required for appointment as
	<u>N.J.S.A.</u> 18A:36-20	Discrimination; prohibition
	<u>N.J.S.A.</u> 18A:40-41	Pamphlet on sudden cardiac death
	<u>N.J.S.A.</u> 18A:40A-1 <u>et seq.</u>	Substance abuse
	<u>See particularly:</u>	
	<u>N.J.S.A.</u> 18A:40A-9, -10, -11	
musicians; exceptions	<u>N.J.S.A.</u> 18A:42-2	School orchestra not to compete with civilian
pupils authorized	<u>N.J.S.A.</u> 18A:43-1	Accident insurance for
	<u>N.J.A.C.</u> 6A:7-1.4	Responsibilities of the district board of education
	<u>N.J.A.C.</u> 6A:7-1.7	Equality in school and classroom practices
	<u>N.J.A.C.</u> 6A:9B-5.18	Athletics personnel
	<u>N.J.A.C.</u> 6A:16-2.1 <u>et seq.</u>	General Provisions for School Health Services
	<u>See particularly:</u>	
	<u>N.J.A.C.</u> 6A:16-2.2	
	<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts
	<u>N.J.A.C.</u> 6A:32-9.1 <u>et seq.</u>	Athletic Procedures
	<u>See particularly:</u>	
	<u>N.J.A.C.</u> 6A:32-9.1(c), -9.1(d), -9.1(f)	

INTRAMURAL COMPETITION; INTERSCHOLASTIC COMPETITION (continued)

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

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

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

NJSIAA Constitution, Bylaws, Rules and Regulations

The Comprehensive Equity Plan, New Jersey State Department of Education

Possible

<u>Cross References:</u>	*1322	Contests for pupils
and the district	1500	Relations between area, county, state, regional and national associations
	*3250	Income from fees, fines, charges
	*3453	School activity funds
	3530	Insurance management
	*3541.31	Privately owned vehicles
	4143	Extra pay for extra work
	*5125	Pupil records
	*5126	Awards for achievement
	*5131	Conduct/discipline
	*5131.1	Harassment, intimidation and bullying
	*5141.1	Accidents
	*5141.3	Health examinations and immunizations
	*5141.8	Sports related concussion and head injury
	5143	Insurance
	*5145.4	Equal educational opportunity
	*6121	Nondiscrimination/affirmative action
	*6142.4	Physical education and health
	*6145	Extracurricular activities
	6145.4	Public performances and exhibitions
	*6146	Graduation requirements
	*6147.1	Evaluation of individual student performance

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

POLICY

Roselle Park Board of Education
Roselle Park, New Jersey

File Code: 6146

GRADUATION REQUIREMENTS

In order to be graduated from the Roselle Park District High School, and receive a state-endorsed board of education diploma, a pupil must:

- A. Meet both state and district proficiency standards in the core curriculum content areas; achieve or exceed passing grade on HSPA;
- B. Complete successfully any course requirements stated in the administrative code, unless those of the district are greater, in which case the district's standard must be met. The proficiencies required must include the Common Core State Standards in mathematics and language arts and literacy and the Core Curriculum Content Standards approved by the State Board of Education;
- C. Select and complete successfully enough credits to meet the district minimum of 120 credits.

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

Transfer pupils must meet all state and local requirements in order to receive a state-endorsed board of education diploma.

Graduation Standards

All students are required to complete 120 credits in courses designed to meet all of the New Jersey Core Curriculum Content Standards, including but not limited to the following credits:

1. Four years of English – At least 20 credits in language arts literacy.
2. Three years of Mathematics – At least 15 credits in Mathematics.
3. One year of World History – 5 credits.
4. Two years of United States History – 10 credits –At least 15 credits in social studies.
5. Three years of Science – At least 15 credits in Science (includes one year of Biology).
6. Four years of Physical Education and 1.25 credits (each) in Health Education, First Aid, and Family Life.
7. One year of World Language –At least 5 credits of World Language.
8. Five credits in Visual and Performing Arts (Art, Music, Theater).
9. Five credits in Career Education and Consumer, Family and Life Skills (Practical Arts). 2.5 of these credits are satisfied by the requirement of one (1) semester of Computer Applications.
10. Cross-content workplace readiness which may be satisfied through infusion into existing course equivalents, or career education courses.

GRADUATION REQUIREMENTS (continued)

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

Basic Skills

Pupils who do not pass **the New Jersey Statewide Assessment** shall be provided appropriate remediation.

Twelfth-grade pupils who have satisfied all other graduation requirements but have repeatedly failed the statewide examination shall receive a special review assessment as provided by law.

Pupils with Limited English Proficiency

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

Special Education Pupils

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

A pupil who qualifies may take the Alternate Proficiency Assessment, if alternate requirements for graduation have been specified in his/her IEP.

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

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

Required reviews of the IEP shall continue to address graduation requirements and shall explain why the proficiencies required for graduation are not part of the IEP.

Because graduation with a state-endorsed diploma is a change of placement that requires written notice, all procedures described in the administrative code shall be followed scrupulously. Procedures shall include written notice to parents/guardians that includes a copy of procedural safeguards published by the State Department of Education and opportunity for mediation or a due process hearing.

GRADUATION REQUIREMENTS (continued)Proficiency

In consultation with appropriate professional staff, the superintendent shall develop and present to the board for adoption indicators of achievement and standards of proficiency and attendance demonstrating successful completion of each course offered at every level of the high school.

The subject matter and standards of proficiency shall be articulated with the district's elementary schools and with sending elementary districts.

In accordance with law, the board of education shall have copies of this policy distributed to all ninth-grade (or otherwise entering pupils) and their parents/guardians.

They shall also be informed as to the examinations, demonstrated proficiencies, course and credit hour requirements, attendance policies, and any other state and local requirements.

Proficiency requirements for each individual course shall be given to pupils upon registering for the course.

The yearly program of studies for each pupil in the high school must be approved and signed by the parent/guardian, except in the case of 18-year-old pupils.

Early Graduation

Pupils who have clearly demonstrated a scholastic aptitude, an unusual readiness for the world of work, a financial need, or a serious health or family concern may be considered for early graduation. Minimal graduation requirements must be completed early. Approval must be obtained from the parents/guardians and the administration.

Individualized Student Learning Opportunities

The board shall establish a process to approve individualized student learning opportunities that meet or exceed the Core Curriculum Content Standards including the Common Core State Standards.

A. Individualized student learning opportunities areas include, but are not limited to, the following:

1. Independent study;
2. Online learning;
3. Study abroad programs;
4. Student exchange programs; and
5. Structured learning experiences, including, but not limited to, work-based programs, internships, apprenticeships, and service learning experiences.

B. Individualized student learning opportunities based upon specific instructional objectives aimed at meeting or exceeding the Core Curriculum Content Standards including the Common Core State Standards shall:

1. Be based on student interest and career goals as reflected in the Personalized Student Learning Plans;
2. Include demonstration of student competency;
3. Be on file in the school district and subject to review by the Commissioner or his or her designee.

GRADUATION REQUIREMENTS (continued)

To earn credit toward high school graduation for individualized student learning opportunities, the student shall successfully complete assessments that verify student achievement in meeting or exceeding the Core Curriculum Content Standards including the Common Core State Standards at the high school level. Achievement may be verified by assessments including standards achieved by means of the individualized student learning opportunities. Such programs or assessments may occur all or in part prior to a student's high school enrollment.

No assessments administered shall preclude or exempt student participation in applicable Statewide assessments at grades three through 12.

Pupil Enrollment in College Courses– Option 2

The board shall make reasonable efforts to develop articulation agreements with New Jersey colleges and universities to facilitate the delivery of college credit courses to qualified pupils.

The board shall establish a process to approve post-secondary learning opportunities that may consist of Advanced Placement (AP) courses, College-Level Examination Program (CLEP), or concurrent/dual enrollment at accredited higher education institutions. Students shall receive credit for successful completion of an approved, accredited college course that assures achievement of knowledge and skills that meets or exceeds the Core Curriculum Content Standards including the Common Core State Standards.

The board shall determine eligibility requirements for these pupils and monitor the quality of the courses offered and college faculty who teach the courses.

Reporting and Monitoring

The superintendent shall report annually at a public meeting, not later than September 30, to the board and to the commissioner:

- A. The total number of students graduated in the aggregate and disaggregated according to subgroups described in federal law;
- B. The number of students graduated under the Alternative High School Assessment (AHSA) process;
- C. The number of students receiving state-endorsed high school diplomas as a result of meeting any alternate requirements for graduation as specified in their IEP's;
- D. The total number of students denied graduation from the 12th grade class;
- E. The number of students denied graduation from the 12th grade class solely because of failure to pass the High School Proficiency Assessment (HSPA) or Alternative High School Assessment (AHSA), based on the provisions of administrative code.

This information shall be reported to the board at a public meeting prior to the date prescribed by law.

GRADUATION REQUIREMENTS (continued)

The board shall review this policy annually and shall adopt all regulations required by law.

Adopted: March 16, 2010

NJSBA Review/Update: November 2015

Readopted:

Key Words

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

Legal References:	<u>N.J.S.A.</u> 18A:4-25	Prescribing minimum courses of study for public schools; approval of courses of study
	<u>N.J.S.A.</u> 18A:7C-1	Commissioner of education to develop a program of standards and guidelines
	<u>N.J.S.A.</u> 18A:7C-2	Boards of education; establishment of standards
	<u>N.J.S.A.</u> 18A:7C-4.1	Operation Recognition; purpose; eligibility; application procedure
	<u>N.J.S.A.</u> 18A:7C-5.1	Boards of education prohibited from excluding students from graduation ceremony or from obtaining yearbook for inability to pay fees
	<u>N.J.S.A.</u> 18A:7F-46	Review, update of the CCCS, Educational Adequacy Report
	<u>N.J.S.A.</u> 18A:33-1	District to furnish suitable facilities; adoption of courses of study
	<u>N.J.S.A.</u> 18A:35-1 <u>et seq.</u>	Curriculum and courses
	<u>N.J.S.A.</u> 18A:36-17	Credit of seniors in active military and naval service, etc.
	<u>N.J.A.C.</u> 6:30-3.7	Graduation
	<u>N.J.A.C.</u> 6A:8-1.1 <u>et seq.</u>	Standards and Assessment
	<u>See particularly:</u>	
	<u>N.J.A.C.</u> 6A:8-1.2,-2.1,-3.1, -3.3,-4.1, -4.2, -4.3, -5.1, -5.2	
	<u>N.J.A.C.</u> 6A:14-3.7	Individualized education program
	<u>N.J.A.C.</u> 6A:14-4.11	Graduation
	<u>N.J.A.C.</u> 6A:15-1.11	Graduation requirements for limited English proficient Students
	<u>N.J.A.C.</u> 6A:23A-9.5	Commissioner to ensure achievement of the Core Curriculum Content Standards
	<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts
	<u>N.J.A.C.</u> 6A:32-2.1	Definitions
	<u>N.J.A.C.</u> 6A:32-12.1 <u>et seq.</u>	Annual Reporting and Planning Requirement
<u>N.J.A.C.</u> 6A:32-13.1 <u>et seq.</u>		Programs and practices to support student achievement
	<u>N.J.A.C.</u> 6A:32-14.1 <u>et seq.</u>	State and Federally Mandated Programs and Services

GRADUATION REQUIREMENTS (continued)

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

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

Possible

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

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

POLICY

Roselle Park Board of Education
Roselle Park, New Jersey

File Code: 6147.1

EVALUATION OF INDIVIDUAL STUDENT PERFORMANCE

Grading

The superintendent, in consultation with the teaching staff, shall develop a marking system to be used uniformly in the same grade level throughout the schools. The system should be clear, easily understood by parents/guardians and pupils, and able to be applied with consistency of interpretation. Computation of grade-point average and rank in class shall be uniform throughout the district. Evaluation and grading symbols shall be intended to appraise the pupil's progress toward established goals, and shall be a factor in promotion/graduation decisions.

The board of education encourages the certified staff, under the direction of the superintendent, to employ a comprehensive approach to the use of appraisal and evaluative techniques in monitoring pupil progress, including, but not limited to, written and oral teacher-made tests, performance observation, parent/guardian interviews, formal and informal evaluation techniques, use of cumulative pupil records, and medical examinations. Recognized standardized achievement tests may also be used in grades designated by the board.

The superintendent shall have the right to review disputed grades and with board approval to adjust them.

Testing

In addition to testing procedures established in policy 5120 Assessment of Individual Needs, the school district shall establish and maintain a general testing program to:

- A. Improve the instructional program to assist pupils in achieving the Core Curriculum Content Standards including the Common Core State Standards in mathematics and language arts and literacy;
- B. Measure the needs and progress of individual pupils;
- C. Measure the achievement of grade levels;
- D. Allow comparison of district pupils with national or other norms;
- E. Aid in evaluation of programs.

The district testing program shall embody at least the tests required by state and federal law. The administration shall continually scrutinize the applicability and effectiveness of tests being used in the district.

School personnel shall not use tests, procedures or other guidance and counseling materials that are differentiated or stereotyped on the basis of race, color, creed, religion, gender, gender identity or expression, affectional or sexual orientation, ancestry, national origin, nationality, disability, marital status, familial status, pregnancy or social or economic status

EVALUATION OF INDIVIDUAL STUDENT PERFORMANCE (continued)

Any requests for surveys, pupil observations, or pupil questionnaires must be forwarded through the principal's office to the superintendent's office for approval before any survey or observation can be conducted. If the survey concerns any of the topics described in statute, the superintendent shall obtain written consent from parents/guardians or the students being surveyed at least two weeks prior to its administration.

Individual results of standardized tests, including intelligence tests, shall be made available to parents/guardians upon their request, but shall be considered confidential information to be available only to authorized persons. School and district test results shall be discussed in a public meeting.

Determining Class Rank

The superintendent shall develop procedures for determining class ranking that take into account:

- A. Records of transfer pupils;
- B. Honors and advanced courses.

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Key Words

Evaluation, Pupil Evaluation, Student Evaluation, Class Rank, Grading, Testing, Examinations

Legal References: N.J.S.A. 18A:7C-3, -4, -6, -6.2 Remedial instruction for students not meeting graduation standards

<p><u>N.J.S.A.</u> 18A:11-1 remediation, policies</p> <p><u>N.J.S.A.</u> 18A:36-34 certain survey information from students</p> <p><u>N.J.S.A.</u> 18A:54-20 <u>N.J.A.C.</u> 6A:7-1.7 <u>N.J.A.C.</u> 6A:8-1.1 <u>et seq.</u> <u>See particularly:</u> <u>N.J.A.C.</u> 6A:8-1.3, -4.1, -5.1 <u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u> <u>N.J.A.C.</u> 6A:32-2.1 <u>N.J.A.C.</u> 6A:32-7.1</p>	<p>General mandatory powers and duties <u>N.J.S.A.</u> 18A:35-4.9 Pupil promotion and procedures Written approval required prior to acquisition of Powers of board (county vocational schools) Equality in school and classroom practice Standards and Assessments Evaluation of the Performance of School Districts Definitions Student Records</p>
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34 CFR 98 - Protection of Pupil Rights

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.
Talarsky v. Edison Township Board of Education, 1977 S.L.D. 862

EVALUATION OF INDIVIDUAL STUDENT PERFORMANCE (continued)**Possible**

<u>Cross References:</u>	*1000/1010	Concepts and roles in community relations; goals and objectives
	*1120	Board of education meetings
	*5113	Attendance, absences and excuses
	*5120	Assessment of individual needs
	*5124	Reporting to parents/guardians
	*5125	Pupil records
	*5141.3	Health examinations and immunizations
	*6142.6	Basic skills
	*6146	Graduation requirements
	*6146.2	Promotion/retention
	*6147	Standards of proficiency

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

POLICY

Roselle Park Board of Education
Roselle Park, New Jersey

File Code: 6164.1

INTERVENTION AND REFERRAL SERVICES FOR GENERAL EDUCATION PUPILS

The Roselle Park Board of Education shall provide a program of intervention and referral services for general education pupils who are experiencing personal, interpersonal or academic difficulties to help them function productively and develop positively in the classroom environment.

The superintendent shall prepare procedures to:

- A. Identify learning, behavior and health difficulties of students;
- B. Collect thorough information on the identified learning, behavior and health difficulties;
- C. Identify the roles and responsibilities of the building staff who participate in planning and providing intervention and referral plan and services;
- D. Develop and implement action plans which provide for appropriate school or community interventions or referrals to school and community resources, based on the collected data and desired outcomes for the identified learning, behavior and health difficulties;
- E. Provide support, guidance and professional development to school staff who identify learning, behavior and health difficulties and refer pupils and to school staff who participate in planning and providing intervention and referral services;
- F. Actively involve parents/guardians in the development and implementation of intervention and referral plans;
- G. Coordinate the access to and delivery of school resources and services for achieving the outcomes identified in the intervention and referral services action plan;
- H. Coordinate the services of community-based social and health provider agencies and other community resources for achieving the outcomes identified in the intervention and referral services action plans;
- I. Maintain records of all requests for assistance and all intervention and referral services plans in accordance with federal and state law and regulation;
- J. Review and assess the effectiveness of the services provided in achieving the outcomes identified in the intervention and referral plan and modify each plan to achieve the outcomes as appropriate; and
- K. At a minimum, annually review the intervention and referral services action plans and the actions taken as a result of the building's system of intervention and referral services and make recommendations to the principal for improving school programs and services, as appropriate.

INTERVENTION AND REFERRAL SERVICES FOR GENERAL EDUCATION PUPILS

(continued)

The board shall review and adopt these procedures, and the superintendent shall report to the board on their implementation.

Adopted: March 16, 2010

NJSBA Review/Update: November 2015

Readopted:

Key Words

Pupil Assistance Committee, Intervention and Referral Services for General Education Pupils

Legal Reference: N.J.A.C. 6A:16-8.1 et seq. Intervention and Referral Services

Possible

Cross References: *6164.4 Child study team
*6172 Alternative educational programs

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

POLICY

Roselle Park Board of Education
Roselle Park, New Jersey

File Code: 6172

ALTERNATIVE EDUCATIONAL PROGRAMS

The Roselle Park Board of Education endeavors to provide an educational program adjusted to the needs of the individual child within the financial means of the district. Grouping enables a more efficient use of staff in meeting these needs. Program adaptations provide another means of using staff efficiently and effectively to meet the needs of many children.

When the needs of special individuals or groups cannot be met through adaptation or independent study, the superintendent shall investigate and propose to the board for approval alternative programs and facilities. Alternative education programs shall be approved by the Commissioner of Education.

Each alternative education program shall fulfill the program criteria that are specified in N.J.A.C. 6A:16-9.2 including but not limited to:

- A. A maximum student-teacher ratio of 12:1 for high school programs;
- B. A maximum student-teacher ratio of 10:1 for middle school programs;
- C. An Individualized Program Plan (IPP) shall be developed for each general education student enrolled in the program; and
- D. For students with disabilities the alternate education program shall be consistent with the student's Individualized Education Program (IEP).

Home Schooling

The board acknowledges the right of parents/guardians to educate their children at home. The board is not required by law to allow a resident child educated elsewhere than at school to participate in the regular school curriculum or in extracurricular or sports activities. The board may:

- A. Allow a child educated elsewhere than at school to participate in curricular and extracurricular activities or sports activities;
- B. Loan books or materials to a child educated elsewhere than at school.

Required Services to Home Schooled Students

When a student of this district is home schooled, the district shall:

- A. Provide payment for tuition when a student is enrolled in a shared-time vocational school program. Once a resident student is enrolled in a shared-time vocational school program the student becomes a public school student;

ALTERNATIVE EDUCATIONAL PROGRAMS (continued)

- B. Review any written request for a special education evaluation and if warranted conduct an evaluation as described in board policy 6171.4 Special Education and in accordance with the federal special education law, Individuals with Disabilities Education Act (P.L. 108-446 §612).

If the child is eligible for special education and related services, the district shall make a free, appropriate public education available only if the child enrolls in the district. If the child does not enroll in the district, but the district chooses to provide services, the district will develop a plan for the services to be provided.

Disruptive/Disaffected Children

The board of education recognizes that the active engagement of each student is a primary requisite for sound teaching and learning to take place. When a child is unable to benefit from the educational program because he/she is either disruptive or disaffected, then the educational goals of the district for that child will not be realized and the efforts of other students may be impeded.

In an effort to optimize the educational experience for each child, the superintendent shall develop procedures to identify and work with disruptive/disaffected students.

When it is determined by the child study team that a disruptive/disaffected student is not classifiable, the board shall consider some other program as an alternative to regular classroom attendance. When the district does not have a suitable alternative program available, the superintendent shall recommend to the board placement in a program of another district, or home instruction.

In accordance with state law and board policy, disruptive students whose continuing attendance interrupts the educational program and/or threatens harm to themselves and others may be suspended and considered for expulsion (see policy 5114 Suspension and Expulsion).

Removal for Weapons Offenses or Assault

Any student who is convicted or found to be delinquent for the following offenses shall be immediately removed by the principal from the district's regular education program for a period of not less than one calendar year and placed in an alternative education school or program pending a hearing before the board of education to remove the student:

- A. Possessing a firearm on any school property, on a school bus, or at a school-sponsored function; or
- B. Committing a crime while possessing a firearm.

The superintendent shall determine at the end of the year whether the student is to return to the district's regular education program, in accordance with procedures established by the Commissioner of Education.

Any student who assaults a student, teacher, administrator, board member, or other district employee with a weapon other than a firearm on school property, on a school bus, or at a school-sponsored function must be immediately removed from the school's regular education program and placed in an alternative school or program, pending a hearing before the board. The superintendent shall determine when the child shall return to the regular education program.

ALTERNATIVE EDUCATIONAL PROGRAMS (continued)Potential Dropouts

While statute requires attendance of each student only until 16 years of age, it is in the best interests of both students and the community that they complete the educational program that will equip them with skills and increase their chances for a successful and fulfilling life beyond the schools.

The board directs that whenever a student wishes to withdraw, or has been identified as a potential withdrawal, effort should be made to determine the underlying reason and the resources of the district should be used to assist the student in reaching his/her career goals. No student under the age of 18 will be permitted to withdraw without the written consent of a parent/guardian.

The superintendent shall develop procedures for withdrawal from school that:

- A. Make counseling services available to any student who wishes to withdraw;
- B. Make every effort to satisfy the student's future educational needs;
- C. Help the student define his/her own educational life goals and help plan the realization of those goals;
- D. Inform the student of the high school equivalency program;
- E. Point out to the student the opportunities available in the armed forces.

Adopted: March 16, 2010

NJSBA Review/Update: November 2015

Readopted:

Key Words

Alternative Educational Programs, Home Schooling, Dropouts, Disruptive Students, Disruptive Students, Disaffected Students, Disaffected Students, At-Risk Students

<u>Legal References:</u>	<u>N.J.S.A.</u> 18A:11-1	General mandatory powers and duties
	<u>N.J.S.A.</u> 18A:37-1 <u>et seq.</u>	Discipline of students
	<u>See particularly:</u>	
	<u>N.J.S.A.</u> 18A:37-2.2	
	<u>N.J.S.A.</u> 18A:38-1, -25, -31	Attendance at school free of charge
	<u>N.J.S.A.</u> 18A:54-20	Powers of board (county vocational schools)
	<u>N.J.A.C.</u> 6A:8-5.1	Graduation requirements
	<u>N.J.A.C.</u> 6A:8-5.2	High school diplomas
	<u>N.J.A.C.</u> 6A:14-1.1 <u>et seq.</u>	Special Education
firearms offense	<u>N.J.A.C.</u> 6A:16-5.5	Removal of students from general education for
assaults with weapons	<u>N.J.A.C.</u> 6A:16-5.6	Removal of students from general education for

ALTERNATIVE EDUCATIONAL PROGRAMS (continued)

N.J.A.C. 6A:16-9.1 et seq. Alternative Education Programs
N.J.A.C. 6A:16-10.1 et seq. Home or out-of-school instruction for general
 education students
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts
N.J.A.C. 6A:32-12.1 et seq. Student Behavior
 See particularly:
N.J.A.C. 6A:32-12.2

20 U.S.C.A. 1400 et seq. - 1990 Individuals With Disabilities Education Act, P.L. 108-446 §612

State v. Vaughn, 44 N.J. 142, 1965

State v. Massa, 95 N.J. Super. 382, 1967

20 USCA Section 8921 Gun Free Schools Act

Possible

Cross References: *5113 Absences and excuses
 *5114 Suspension and expulsion
 5119 Transfers
 *5131 Conduct/discipline
 *5131.7 Weapons and dangerous instruments
 *5134 Married/pregnant students
 *6142.2 English as a second language; bilingual programs
 *6142.12 Career education
 *6164.2 Guidance services
 *6164.4 Child study team
 *6171.4 Special education
 *6173 Home instruction

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

POLICY

Roselle Park Board of Education
Roselle Park, New Jersey

File Code: 6173

HOME INSTRUCTION

To provide uninterrupted education for pupils unable to attend their regular classes because of illness, disability court order or administrative action, the board of education shall provide away-from-school instruction, when proper application has been made and subject to the following restrictions:

- A. The period of absence must be expected to be longer than two weeks except in special circumstances;
- B. A parent/guardian or appropriate adult authority must be within call during the period of instruction; and
- C. In cases of illness or disability, medical certification is required both of the necessity for the pupil's absence and his/her fitness to benefit from the instruction.

Each case must be approved by board action; all requirements for receipt of state aid must be fulfilled.

Temporary or Chronic Health Condition

The board shall provide instructional services to an enrolled student when the student is confined to the home or another out-of-school setting due to a temporary or chronic health condition or a need for treatment that precludes participation in their usual education setting, whether general education or special education.

The parent/guardian shall submit a request for home instruction in writing. The request shall include a written determination from the student's physician documenting the projected need for confinement at the student's residence or other treatment setting for more than 10 consecutive school days or 20 cumulative school days during the school year.

The principal or his or her designee shall forward the request with the written determination to the school physician, who shall verify the need for home instruction. The school physician may contact the student's physician to secure additional information concerning the student's diagnosis or need for treatment, and shall either verify the need for home instruction or shall provide the board with the reasons for denial. The parent/guardian shall be notified concerning the school physician's verification or reasons for denial within five school days after receipt of the written determination by the student's physician.

The district shall provide instructional services within five school days after receipt of the school physician's verification or, if verification is made prior to the student's confinement, during the first week of the student's confinement to the home or out-of-school setting. Instructional services shall at a minimum include:

HOME INSTRUCTION (continued)

- A. A written plan for delivery of instruction shall be established to continue the student's academic progress and to maintain a record of delivery of instructional services and student progress;
- B. Teachers providing home instruction shall be a certified teacher;
- C. The teacher shall provide one-on-one instruction for the number of days and length of time sufficient to continue the student's academic progress and dependent upon the student's ability to participate;
- D. For a student with disabilities, the home instruction shall be consistent with the student's individualized education plan (IEP) to the extent appropriate and shall meet the Core Curriculum Content Standards including the Common Core State Standards in mathematics and language arts and literacy. When the provision of home instruction will exceed 30 consecutive school days in a school year, the IEP team shall convene a meeting to review and, if appropriate, revise the student's IEP;
- E. For a student without disability, the home instruction shall meet the Core Curriculum Content Standards including the Common Core State Standards, and the requirements of the board for promotion to the next grade level. When the provision of home instruction will exceed 60 calendar days, the school physician shall refer the student to the child study team for evaluation;
- F. The district shall be responsible for the costs of providing instruction in the home or out-of-school setting either directly, through online services, including any needed equipment, or through contract with another district board of education, educational services commission, jointure commission, or approved clinic or agency. Students who are eligible to receive home instruction as needed at the district's expense are as follows:
 - 1. A student who resides within the area served by the board and is enrolled in a public school program; or
 - 2. A student who is enrolled in a nonpublic school that is located within the area served by board.

Reasons Other Than a Temporary or Chronic Health Condition

- A. The district shall provide home or out-of-school instruction for a general education student for reasons other than a temporary or chronic health condition no later than five school days after the student has left the general education program when:
 - 1. The student is mandated by State law and rule for placement in an alternative education program for firearms offenses and/or assault with weapons offenses but placement is not immediately available;
 - 2. The student is placed on short-term or long-term suspension;
 - 3. A court order requires that the student receive instructional services in the home or other out-of-school setting.

HOME INSTRUCTION (continued)

The district shall be responsible for the costs of providing instruction in the home or out-of-school setting either directly, or through online services, including any needed equipment, or through contract with another board of education, educational services commission, jointure commission, or approved clinic or agency for resident students.

- B. The home or out-of-school instructional services for reasons other than a temporary or chronic health condition shall meet the minimum standards that are specified in N.J.A.C. 6A:16-10.2(d) including but not limited to:
1. The district shall establish a written plan for delivery of instruction and maintain a record of instructional services and student progress;
 2. The teacher providing instruction shall be a certified teacher;
 3. The teacher shall provide one-on-one instruction for no fewer than 10 hours per week on three separate days of the week and no fewer than 10 hours per week of additional guided-learning experiences that may include the use of technology to provide audio and visual connections to the student's classroom;
 4. The instruction shall meet the Core Curriculum Content Standards including the Common Core State Standards and the board's requirements for promotion and graduation;
 5. If instruction is delivered in the student's home, a parent or other adult 21 years of age or older who has been designated by the parent shall be present during all periods of home instruction.

Any student receiving home instruction is not considered absent.

Adopted: December 2, 2008

Revised: September 1, 2009

Revised: March 16, 2010

NJSBA Review/Update: November 2015

Readopted:

Key Words

Bedside Instruction, Home Instruction

Legal References: N.J.A.C. 6A:14-1.1 et seq. Special education

See particularly:

N.J.A.C. 6A:14-4.8, 4.9

N.J.A.C. 6A:16-4.3

Reporting, notification and examination procedures for students suspected of being under the influence of alcohol or other drugs

N.J.A.C. 6A:16-5.5

Removal of students from general education for firearms offenses

N.J.A.C. 6A:16-5.6

Removal of students from general education for assaults with weapons offenses

N.J.A.C. 6A:16-10.1 et seq. Home or out-of-school instruction

N.J.A.C. 8:61-1.1

Attendance at school by pupils or adults infected by Human Immunodeficiency Virus (HIV)

HOME INSTRUCTION (continued)

H.A. v. Board of Education Warren Hills Regional, 1976 S.L.D. 336

Plainfield Board of Education v. Cooperman, 105 NJ 587 (1987)

Somerset County Educational Services Commission v. North Plainfield Board of Education 1999 S.L.D. September 7 State in re G.S. 330 N.J. Super. 338 (Ch. Div. 2000)

Possible

<u>Cross References:</u>	*4112.2	Certification
	*5113	Absences and excuses
	*5114	Suspension and expulsion
	*5131	Conduct/discipline
	*5131.6	Drugs, alcohol, tobacco (substance abuse)
	*5131.7	Weapons and dangerous instruments
	*5134	Married/pregnant pupils
	*5141.2	Illness
	*6146	Graduation requirements
	*6164.2	Guidance services
	*6164.4	Child study team
	*6171.4	Special education
	*6172	Alternative educational programs

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

POLICY

Roselle Park Board of Education
Roselle Park, New Jersey

File Code: 6178

EARLY CHILDHOOD EDUCATION/PRESCHOOL

The Roselle Park Board of Education believes that preschool educational experiences contribute to later academic success for all children. Therefore, within the limits of the budget and as required by law, the superintendent shall recommend to the board for approval programs designed for district children under the age required for regular admission. Programs shall address the needs of children who have been identified as requiring special education, as well as of those who have not been so identified.

The preschool curriculum shall consist of developmentally appropriate experiences that provide each child with individual opportunities to develop positive self-esteem, social/emotional growth, language skills, motor development and conceptual skill development.

All preschool programs sponsored by the board shall be consistent with the overall philosophy of the school district and aligned with the Core Curriculum Content Standards Core Curriculum Content Standards including the Common Core State Standards in mathematics and language arts and literacy. They shall be coordinated with other relevant district programs such as special education and Title I and articulated with the K-12 curriculum.

Proof of immunizations against communicable diseases and examinations shall be in accord with requirements for kindergarten and first grade admission (see policy file code 5111 *Admission*).

The board of education shall ensure that the preschool program:

- A. Maintains classroom enrollments of no more than 18 children with one certified teacher and one appropriately qualified assistant;
- B. Is developmentally appropriate to the age and skill level of the young child;
- C. Is designed to meet the New Jersey Preschool Teaching and Learning Standards of Quality, the New Jersey Preschool Program Implementation Guidelines and the New Jersey Core Curriculum Content Standards Core Curriculum Content Standards including the Common Core State Standards;
- D. Includes transition activities, programs, and services between preschool programs and kindergarten programs;
- E. Coordinates with all other relevant school district programs, for example, special education and bilingual education; and
- F. Includes an annual program evaluation.

EARLY CHILDHOOD EDUCATION/PRESCHOOL (continued)

The preschool programs and curricula shall be based on student needs, strengths and interests that focus on all aspects of development: cognitive, social, emotional and physical. Curriculum and assessment strategies and/or resources shall be developmentally appropriate and include performance-based assessment measures.

The board shall ensure that instructional methods and/or strategies are congruent with the cognitive, social, emotional and physical skills of the young child. Instruction shall balance teacher-directed and child-initiated experiences.

The board shall provide professional development and training specific to preschool education for all early childhood education administrators, teachers and teacher assistants.

The preschool program may be offered within a mixed delivery system that includes in-district, private provider and local Head Start agency settings provided that the private provider and/or local Head Start agency program(s) with which the district board of education contracts comply with the school district's program requirements, including the employment of appropriately licensed and qualified teaching staff.

The preschool program shall include parent education activities in the preschool program with specific strategies identified that assist parents in remaining actively involved in their child's education throughout their school years.

Community health and social service agencies shall be included in the planning, operations and, if appropriate, the fiscal support of the preschool program.

The board shall designate an administrator to oversee the preschool program. He/she shall ensure adherence to all applicable laws and regulations in pursuing funding at the federal and state levels, as well as from private sources.

Adopted: March 16, 2010

NJSBA Review/Update: November 2015

Readopted:

*Monitored if the district has an early childhood education program.

Key Words

Developmentally Appropriate Curriculum, Early Childhood Education, Preschool

Legal References:	<u>N.J.S.A.</u> 18A:7F-54	Access to full day preschool; calculation of preschool education aid
	<u>N.J.S.A.</u> 18A:44-4	Funding of Preschool programs
	<u>N.J.A.C.</u> 6A:8-2.1	Authority for educational goals and standards
<u>N.J.A.C.</u> 6A:8-3.4		Requirements for early childhood education programs

EARLY CHILDHOOD EDUCATION/PRESCHOOL (continued)

<u>N.J.A.C.</u> 6A:9B-6.1	Standard certificate	
	<u>N.J.A.C.</u> 6A:9B-8.1	Requirements for certificates of eligibility
	<u>N.J.A.C.</u> 6A:9B-9.2	Endorsements and authorizations
	<u>N.J.A.C.</u> 6A:13A-1.1 <u>et seq.</u>	Elements of high quality preschool programs
<u>N.J.A.C.</u> 6A:23A-8.7	Tuition rate adjustment by districts receiving preschool expansion aid or educational opportunity aid	
	<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts
<u>N.J.A.C.</u> 6A:26-3.11	ECPA district community early childhood educational facilities projects	
<u>N.J.A.C.</u> 6A:32-8.3	School attendance	

Possible

<u>Cross References:</u>	*1410	Local units
*1600		Relations between other entities and the district
*3220/3230		State funds/federal funds
*3541.1		Transportation routes and services
*5020		Role of parents/guardians
*5111		Admission
*5141.3		Health examinations and immunizations
*6010		Goals and objectives
*6122		Articulation
*6141		Curriculum design/development
*6151		Class size
*6171.3		At-risk and Title 1
*6171.4		Special education
*7110		Long-range facilities planning

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