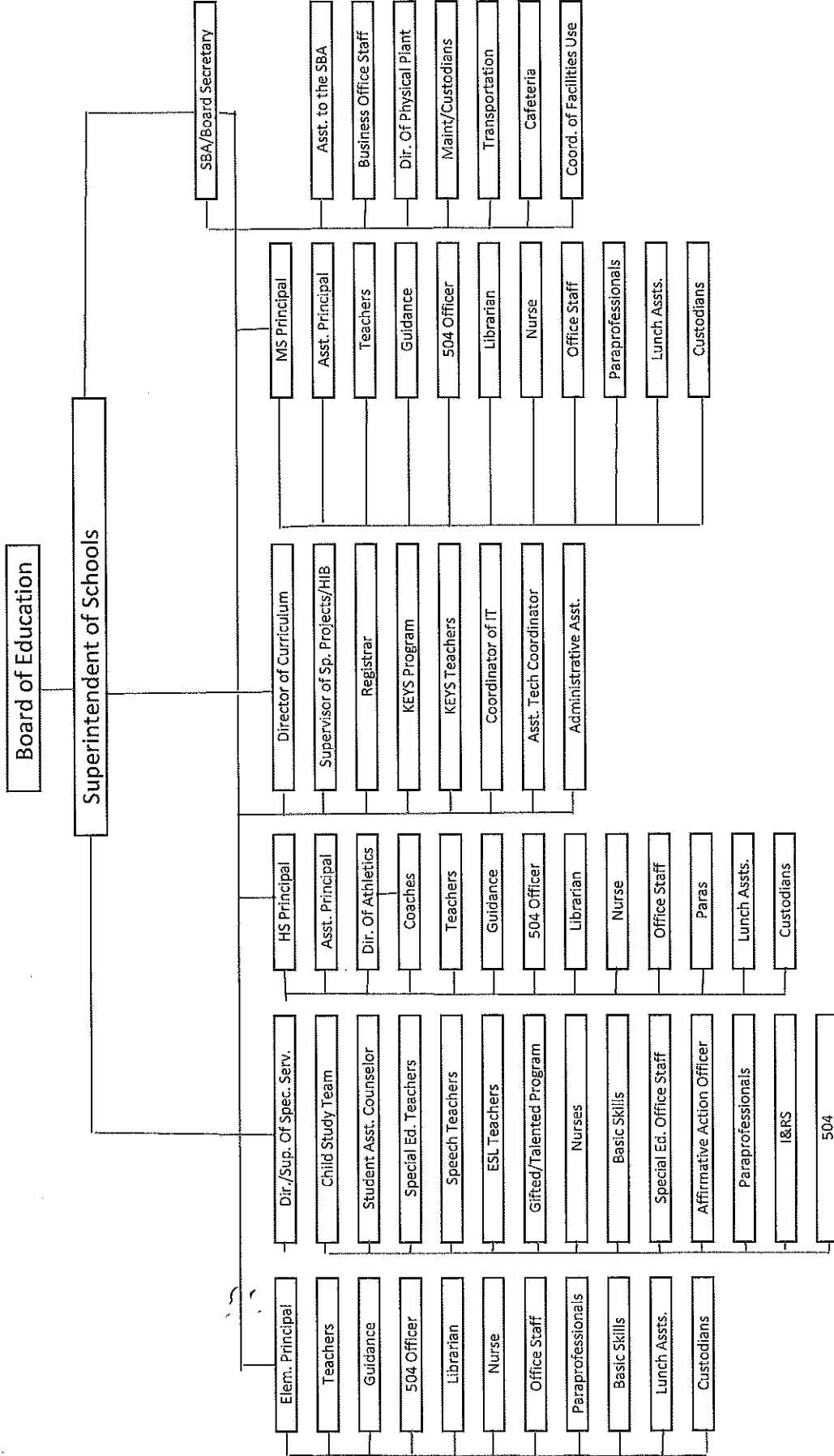


ORGANIZATIONAL CHART (DRAFT)
 Hasbrouck Heights Public Schools



Approved: June 23, 2005
 Revised: May 26, 2011
 Revised: July 19, 2012
 Revised (First Reading): June 23, 2016
 Revised (Second Reading): July 21, 2016

2411 GUIDANCE COUNSELING

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

A program of guidance and counseling, including developmental career guidance and exploration, shall be offered to all students in this school district and shall include the services of teaching staff members certified as guidance personnel and other designated teaching staff members.

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

1. Involves teaching staff members at all appropriate levels;
2. Honors the individuality of each student;
3. Is integrated with the total educational program;
4. Is coordinated with available resources of the community;
5. Provides for cooperation of school staff with parent(s) or legal guardian(s) and shares parents' or legal guardians' concern for the development of their children;
6. Provides for the means of sharing information among appropriate staff members in the student's interest;
7. Is available equitably to all students and prohibits biased counseling and the use of materials that discriminate among students on the basis of their race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation or sex, **gender, gender identity or expression**, social or economic **socioeconomic** status, or disability; and
8. Establishes a referral system that utilizes all the aid the schools and community offer, guards the privacy of the student, and monitors the efficacy of such referrals.

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

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

First Reading: June 23, 2016

Second Reading: July 21, 2016

R 2411 GUIDANCE AND COUNSELING

A. Counseling Services

1. The purpose of guidance and counseling services is to assist students in self-examination, self-evaluation, and analysis of alternatives so that each student can benefit most fully from his/her education and life experiences.
2. Counseling services will include:
 - a. Career awareness and exploration, and academic planning through consideration of personal interests, past and potential performance, and present opportunities,
 - b. Personal/social development including adjustment to situational problems, understanding of the consequences of personal behavior, and referral to assistance where appropriate, and
 - c. Crisis counseling to assist students undergoing extreme emotional reactions that disrupt immediate functioning, including post-crisis planning and referral for treatment as necessary.
3. All counseling services shall be free of bias on the basis of race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation ~~or sex~~, **gender, gender identity or expression**, ~~social or economic~~ **socioeconomic** status, or disability.

B. Career Awareness and Exploration

In fulfillment of the New Jersey Core Curriculum Content Standards, the school district shall provide a comprehensive program of guidance and counseling to facilitate career awareness and exploration for all students which shall be designed to:

1. Assist students in making informed educational and occupational choices;
2. Encourage students to maintain portfolios consisting of accomplishments related to the Cross Content Workplace Readiness Standards;

3. Develop student competency in self management, educational and occupational exploration and career planning;
4. Make students aware of the relationship among personal qualities, education, training and the world of work; and
5. Acquaint students with the relationship between achieving academic standards and the attainment of career goals.

C. Consulting Services

1. The purpose of consulting services is the improvement of the instructional program and the delivery of educational services by the collaboration of those staff members responsible for the instructional program and the development of individual students.
2. Consulting services will include:
 - a. Identification of the needs of students,
 - b. Identification, evaluation, and program implementation of students with special needs,
 - c. Development and implementation of preventive and supportive programs to address such problems as student attendance, violence, and suicide,
 - d. Alerting professional staff to the purposes, functions, and availability of guidance and counseling services,
 - e. Encouragement of cooperation among teaching staff members and parent(s) or legal guardian(s) in resolving individual student problems and addressing student needs,
 - f. Establishment and maintenance of fruitful relationships with State and local agencies for the purpose of professional referral and the sharing of experiences,
 - g. Cooperation with business and industry to facilitate student job placement and vocational training, and
 - h. Maintenance of a library of occupational and educational information.

D. Evaluation

The program of guidance and counseling will be reviewed annually to determine its strengths and weaknesses. The following information may be gathered and analyzed in that review:

1. Annual record of graduate placements in post-secondary situations;
2. Assessments of past graduates as to the effectiveness of guidance services received in the high school;
3. Results of surveys of parent(s) ~~or legal guardian(s)~~ and staff evaluations of guidance services;
4. Analysis of the efficacy of outside referrals;
5. Assessments by persons not employed in the school district and expert in the field of guidance and counseling; and
6. The personal evaluations of the guidance and counseling staff members to identify weaknesses in the administration of the program.

First Reading: June 23, 2016

Second Reading: July 21, 2016

1550 AFFIRMATIVE ACTION PROGRAM FOR EMPLOYMENT AND
CONTRACT PRACTICES

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

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

The Board will not enter into any contract with a person, agency, or organization that discriminates on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, **gender identity or expression**, religion, disability, or socioeconomic status, either in employment practices or in the provision of benefits or services to students or employees.

The Board shall not assign, transfer, promote or retain staff, or fail to assign, transfer, promote or retain staff, on the sole basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, **gender identity or expression**, religion, disability, or socioeconomic status.

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

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

First Reading: June 23, 2016
Second Reading: July 21, 2016

1530 EQUAL EMPLOYMENT OPPORTUNITIES

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

The Board shall ensure all persons shall have equal and bias free access to all categories of employment and equal pay for equal work in this district without regard to the candidate's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, **gender identity or expression**, socioeconomic status, or disability, pursuant to N.J.A.C. 6A:7-1.1. The school district's employment applications and pre-employment inquiries conform to the guidelines of the New Jersey Division of Civil Rights.

The Board will use equitable practices that prevent imbalance and isolation based on race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, **gender identity or expression**, socioeconomic status, or disability among the district's certificated and non-certificated staff and within every category of employment, including administration. Promotions and transfers will be monitored to ensure non-discrimination.

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

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

The Board shall not enter into a contract with a person, agency, or organization that discriminates in employment practices or in the provision of benefits or services, on the basis of race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, **gender identity or expression**, socioeconomic status, or disability, either in employment practices or in the provision of benefits or services to students or employees, pursuant to N.J.A.C. 6A:7-1.1.

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

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

N.J.S.A. 18A:6-5; 18A:6-6; 18A:28-10; 18A:29-2
N.J.A.C. 6A:7-1.1 et seq.; 6A:7-1.8

First Reading: June 23 2016
Second Reading: July 21, 2016

R 1530 EQUAL EMPLOYMENT OPPORTUNITY COMPLAINT
PROCEDURE

A. Purpose and Application

1. The purpose of this procedure is to give any district employee or candidate for employment the opportunity to appeal an alleged denial of equal employment opportunity in violation of State statutes and administrative codes, and Federal laws and Policy No. 1530, guaranteeing “equal access to all categories of employment without regard to the candidate’s race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, **gender identity or expression**, socioeconomic status, or disability.”
2. This procedure is intended to facilitate an equitable and just resolution of a dispute at the most immediate level and should be implemented in an informal manner.
3. Every reasonable effort will be made to expedite the process in the interest of a prompt resolution. Time limits may, however, be extended with the consent of all parties.
4. All participants in the procedure will respect the confidentiality that this district accords to information about individual employees.

B. Definitions

1. “Board of Education” means the Board of Education of the Hasbrouck Heights School District.
2. “Complaint” means an alleged discriminatory act or practice.
3. “Complainant” means a staff member who alleges a discriminatory act or practice.
4. “Day” means a working or calendar day as identified.
5. “Discriminatory act or practice” means denial of equal employment opportunity in violation of State statutes and administrative codes and Federal laws and Policy No. 1530.
6. “School district” means the Hasbrouck Heights School District.

C. Procedure

1. A complainant who believes that he/she has been harmed or adversely affected by a discriminatory practice or act prohibited by law and/or policy shall discuss the matter with his/her immediate supervisor in an attempt to resolve the matter informally.
2. If the matter is not resolved to the satisfaction of the complainant within thirty working days, the complainant may submit a written complaint to the Affirmative Action Officer. The complaint will include:
 - a. The complainant's name and address,
 - b. The specific act or practice that the complainant complains of,
 - c. The school employee, if any, responsible for the allegedly discriminatory act,
 - d. The results of discussions conducted in accordance with paragraph C.1., and
 - e. The reasons why those results are not satisfactory.
3. The Affirmative Action Officer will investigate the matter informally and will respond to the complaint in writing no later than seven working days after receipt of the written complaint. A copy of the complaint and the response will be forwarded to the Superintendent.
4. The response of the Affirmative Action Officer may be appealed to the Superintendent in writing within three working days after it has been received by the complainant. The appeal will include the original complaint, the response to the complaint, and the complainant's reason for rejecting the response. A copy of the appeal must be given to the staff member alleged to have acted discriminatorily.
5. On his/her timely request (that is, submitted before the expiration of the time within which the Superintendent must render a decision), the complainant will be given an informal hearing before the Superintendent, at a time and place convenient to the parties, but no later than seven working days after the request for a hearing has been submitted. The Superintendent may also require the

presence at the hearing of the staff member charged with a discriminatory act and any other person with knowledge of the act complained of.

6. The Superintendent will render a written decision in the matter no later than seven working days after the appeal was filed or the hearing was held, whichever occurred later. Copies of the decision will be given to all parties.
7. The complainant may appeal the Superintendent's decision to the Board by filing a written appeal with the Board Secretary no later than three working days after receipt of the Superintendent's decision. The appeal shall include:
 - a. The original complaint,
 - b. The response to the complaint,
 - c. The Superintendent's decision,
 - d. A transcript of the hearing, if one has been made, or a summary of the hearing to which all parties have consented, and
 - e. The complainant's reason for believing the Superintendent's decision should be changed.
8. A copy of the appeal to the Board must be given to the staff member, if any, charged with a discriminatory act.
9. The Board will review all papers submitted and may render a decision on the basis of the proceedings below. If the complainant so requests, the Board may convene a hearing, at which all parties may be represented by counsel and may present and examine witnesses, who will testify under oath.
10. The Board will render a written decision no later than forty-five calendar days after the appeal was filed or the hearing held, whichever occurred later. Copies of the decision will be given to all parties.
11. The complainant will be informed of his/her right to appeal the Board's decision to the:
 - a. Commissioner of Education
New Jersey State Department of Education
P.O. Box 500
Trenton, New Jersey 08625-0500

Telephone: (877) 900-6960 or the

- b. New Jersey Division on Civil Rights
Trenton Regional Office
Office of the Attorney General
140 East Front Street – 6th Floor
Trenton, New Jersey 08625-0090
Telephone: (609) 292-4605

D. Record

1. The records of any complaint processed in accordance with this procedure shall be maintained in a file kept by the Affirmative Action Officer.
2. A copy of the decision rendered at the highest level of appeal will be kept in the employee's personnel file.

First Reading: June 23, 2016

Second Reading: July 21, 2016

5750 EQUAL EDUCATIONAL OPPORTUNITY

The Board of Education directs that all students enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with law. No student shall be denied access to or benefit from any educational program or activity or from a co-curricular or athletic activity on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation ~~or sex~~, **gender, gender identity or expression**, ~~social or economic~~ **socioeconomic** status, or disability. The Board shall assure that all students are free from harassment, sexual or otherwise.

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

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

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

Affirmative action shall be taken to ensure that students are protected from the effects of discrimination, in accordance with Policy No. 2260. Students who experience less than equal educational opportunities or experience discrimination shall use the procedure established by Regulation No. 5750 to report and appeal any harassment or discriminatory practice.

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

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

42 U.S.C.A. 12101

N.J.S.A. 10:5-1

N.J.S.A. 18A:4A-1, et seq.

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

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

First Reading: June 23, 2016

Second Reading: July 21, 2016

1523 COMPREHENSIVE EQUITY PLAN

The Board of Education shall submit a Comprehensive Equity Plan based on an assessment of the district's needs for achieving equity in educational programs that includes a cohesive set of policies, programs, and practices that ensure high expectations and positive achievement patterns and equal access to education opportunity for all learners, including students and teachers.

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

The Comprehensive Equity Plan shall include the following:

1. ~~A needs assessment that includes student assessment and behavioral data disaggregated by gender, race, ethnicity, Limited English Proficiency, Special Education, Migrant, date of enrollment, student suspension, expulsion, Child Study Team referrals, Pre Kindergarten through grade twelve promotion/retention data, Pre Kindergarten through grade twelve completion rates, and re-examination and re-evaluation of classification and placement of students in special education programs if there is overrepresentation within a certain group; staffing practices; quality of program data; and stakeholder satisfaction data~~ **An assessment of the school district's needs for achieving equity in educational programs. The assessment shall include staffing practices, quality-of-program data, stakeholder-satisfaction data, and student assessment and behavioral data disaggregated by gender, race, ethnicity, limited English proficiency, special education, migrant, date of enrollment, student suspension, expulsion, Child Study Team referrals, preschool through grade twelve promotion/retention data, preschool through grade twelve completion rates, and re-examination and re-evaluation of classification and placement of students in special education programs if there is overrepresentation within a certain group;**
2. A description of how other Federal, State, and district policies, programs, and practices are aligned to the Comprehensive Equity Plan;
3. ~~Adequate yearly p~~**Progress** targets for closing the achievement gap;

4. Professional development targets regarding the knowledge and skills needed to provide a thorough and efficient education as defined by the Core Curriculum Content Standards; differentiated instruction and formative assessments aligned to Core Curriculum Content Standards; and high expectations for teaching and learning; and
5. Annual targets addressing district needs in equity in school and classroom practices that are aligned to professional development targets.

A Comprehensive Equity Plan shall be ~~developed~~ **written** every three years and the Board of Education shall initiate the Comprehensive Equity Plan within sixty days of its approval and shall implement the plan in accordance with the timelines approved by the New Jersey Department of Education.

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

N.J.A.C. 6A:7-1.9

First Reading: June 23, 2016

Second Reading: July 21, 2016

1140 AFFIRMATIVE ACTION PROGRAM

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

The Board's affirmative action program shall recognize and value the diversity of persons and groups within society and promote the acceptance of persons of diverse backgrounds regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, **gender identity or expression**, religion, disability, or socioeconomic status. The affirmative action program will also promote equal educational opportunity and foster a learning environment that is free from all forms of prejudice, discrimination, and harassment based upon race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, **gender identity or expression**, religion, disability, or socioeconomic status in the policies, programs, and practices of the Board of Education.

The Board shall inform the school community it serves of these policies in a manner including, but not limited to, the district's customary methods of information dissemination. The Board shall develop a Comprehensive Equity Plan once every three years, which shall identify and correct all discriminatory and inequitable educational and hiring policies, patterns, programs, and practices affecting its facilities, programs, students, and staff.

The Board shall assess the district's needs for achieving equality and equity in educational programs based on an analysis of student performance data such as: National Assessment of Educational Progress and State assessment results, Pre-Kindergarten through grade twelve promotion/retention data, Pre-Kindergarten through grade twelve completion rates; re-examination and re-evaluation of classification and placement of students in special education programs if there is an over representation within certain groups; staffing practices; student demographic and behavioral data; quality of program data; and stakeholder satisfaction data prior to developing the Comprehensive Equity Plan. The purpose of the needs assessment is to identify and eliminate discriminatory practices and other barriers in achieving equality and equity in educational programs.

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

The Affirmative Action Officer ~~must~~ **shall** have a New Jersey standard certification with an administrative, instructional, or educational services endorsement, pursuant to N.J.A.C. 6A:9B et seq. The Affirmative Action Officer shall: coordinate the required professional development training for certificated and non-certificated staff pursuant to N.J.A.C. 6A:7-1.6; notify all students and employees of district grievance procedures for handling discrimination complaints; and ensure the district grievance procedures, which include investigative responsibilities and reporting information, are followed.

The Affirmative Action Team shall: develop the Comprehensive Equity Plan pursuant to N.J.A.C. 6A:7-1.4(c); oversee the implementation of the district's Comprehensive Equity Plan pursuant to N.J.A.C. 6A:7-1.4(c); collaborate with the Affirmative Action Officer on coordination of the required professional development training for certificated and non-certificated staff pursuant to N.J.A.C. 6A:7-1.6; monitor the implementation of the Comprehensive Equity Plan; and conduct the annual district internal monitoring to ensure continuing compliance with State and Federal statutes governing educational equality and equity, pursuant to N.J.A.C. 6A:7-1.4(d).

The Board shall provide professional development training to all certificated and non-certificated school staff members on a continuing basis to identify and resolve problems associated with the student achievement gap and other inequities arising from prejudice on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, **gender identity or expression**, religion, disability, or socioeconomic status. All new certificated and non-certificated staff members shall be provided with professional development training on educational equality and equity issues within the first year of employment. Parents and other community members shall be invited to participate in the professional development training.

The Commissioner or his/her designee shall provide technical assistance to local school districts for the development of policy guidelines, procedures, and in-service training for Affirmative Action Officers so as to aid in the elimination of prejudice on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, **gender identity or expression**, religion, disability, or socioeconomic status.

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

First Reading: June 23, 2016

Second Reading: July 21, 2016

2423 BILINGUAL AND ESL EDUCATION

The Board of Education will provide programs of bilingual education, English as a second language (ESL), and English language services for **English language learners (ELLs)** ~~students of Limited English Proficiency (LEP)~~ as required by law and rules of the State Board of Education. **ELLs** ~~Students of LEP~~ are those students whose native language is other than English and who have **varying degrees of English language proficiency in any one of the domains of sufficient difficulty speaking, reading, writing, or understanding listening and is synonymous with limited** the English speaking ability pursuant to N.J.S.A. 18:35-15 to 26 ~~language English language proficiency test, so as to be denied the opportunity to learn successfully in the classrooms where the language of instruction is English.~~

Identification of ~~LEP~~ Students **ELLs**

The Board will conduct a screening process to determine the native language of each **ELL student** at the time of enrollment in the school district. A census shall be maintained of all **identified** students whose native language is other than English. The English language proficiency of each student whose native language is not English shall be determined by a screening process that includes the administration of a New Jersey Department of Education-approved English language proficiency test, an assessment of the student's level of reading in English, a review of the student's previous academic performance, **including their performance on results** of standardized tests in English, and a review of the input of teaching staff members responsible for the educational program **for ELLs of the limited English proficient students.**

Program Implementation

The district shall provide the following programs:

1. An English language services program **to improve the English language proficiency of ELLs** whenever there are **at least one or more**, but fewer than ten ~~LEP students~~ **ELLs** enrolled ~~within the schools of~~ **in the school** district. English language services shall be **provided** in addition to the regular school program;
2. An ESL program **that provides at least one period of ESL instruction based on student language proficiency** whenever there are ten or more ~~LEP students~~ **ELLs** enrolled ~~within the schools of~~ **in the school** district; and
3. A bilingual **education** program whenever there are twenty or more ~~LEP students~~ **ELLs** in any one-language classification **enrolled in**

the school district pursuant to N.J.S.A. 18A:35-18. Where the age range, grade span, and/or geographical location of eligible students makes a full-time bilingual program impractical, the Board may **annually** offer an instructional program alternative, provided ~~that program has been approved or~~ a waiver for the alternative program has been requested and approval has been granted by the Department of Education. The Board may establish a program in bilingual education for any language classification with fewer than twenty students.

All teachers in these programs shall be appropriately certified in accordance with the requirements as outlined in N.J.A.C. 6A:15-1.9. Every student participating in a bilingual, ESL, or English language services program shall be entitled to continue such participation for a period of three years **pursuant to N.J.S.A. 18A:35-19.**

Bilingual, ~~ESL~~ **English as a Second Language**, and English Language Services Program Enrollment, Assessment, Exit, and Re-entry

Students enrolled in a bilingual, ESL, or English language services program shall be assessed annually **using** ~~with~~ a New Jersey Department of Education-approved English language proficiency test to determine their progress in achieving English language proficiency goals and readiness for exiting the program. ~~LEP students~~ **ELLs** enrolled in a bilingual, ESL, or English language services program shall be placed in a monolingual English ~~p~~Program when they have demonstrated readiness to function successfully in the English-only program. ~~The~~ **This process to determine the readiness or inability of the individual student to function successfully in the English-only program** shall be initiated by the student's level of English proficiency as measured by a New Jersey Department of Education-established standard on an English language proficiency test, ~~and~~ **the** readiness of the student shall be further assessed on the basis of multiple indicators **that** ~~which~~ shall **include**, at a minimum; ~~include~~ classroom performance; the student's reading level in English; the judgment of the teaching staff member or members responsible for the educational program of the student; and performance on achievement tests in English.

In accordance with provisions of N.J.S.A. 18A:35-22.1, a parent(s) ~~or legal guardian(s)~~ may remove a student who is enrolled in a bilingual education program at any time; except that during the first three years of a student's participation in a bilingual education program, **the** parent(s) ~~or legal guardian(s)~~ may only remove the student at the end of each school year. If during the first three years of a student's participation in a bilingual education program, a parent(s) ~~or legal guardian(s)~~ wishes to remove the student prior to the end of each school year, the removal must be approved by the Executive County

Superintendent of Schools. The parent(s) or legal guardian(s) may appeal the Executive County Superintendent's decision to the Commissioner of Education.

Newly exited students who are not progressing in the mainstream English program may be considered for re-entry to bilingual and ESL programs in accordance with the provisions of N.J.A.C. 6A:15-1.10(e)1 through (e)5.

When the ~~exit~~ review process **for exiting a student from a bilingual, ESL, or English language services program has been** is completed, the student's parent(s) or legal guardian(s) shall be informed by mail of the placement determination. A parent(s) or legal guardian(s), or teaching staff member who disagrees with the proposed placement may appeal the decision in writing to the **Superintendent of Schools or designee _____**, who will provide a written explanation for the decision within _____ **seven** working days ~~of receiving the written appeal~~. The complainant may appeal this decision in writing to the Board **within seven calendar days of receiving the Superintendent's or designee's written explanation of the decision**. The Board will review the appeal and respond in writing **to the parent** within forty-five calendar days **of the Board's receipt of the parent's written appeal to the Board**. A complainant not satisfied with the Board's **determination of the appeal** explanation may appeal to the Commissioner of Education.

Parental Involvement

The parent(s) or legal guardian(s) of ~~ELLs student of limited English proficiency~~ will be notified in accordance with the provisions of N.J.A.C. 6A:15-1.13 that their child has been identified as eligible for enrollment in a bilingual, ESL, or English language services program. Notice shall be in writing, **and in the language in which the parent(s) in the language of which the child of the parents so notified possesses a primary speaking ability, and in English**. The notice must also include **a statement the information** that the parents have the option of declining **their child's enrollment in a bilingual program, and shall be given an opportunity to do so** if they ~~choose~~ **choose**.

The district will notify the parent(s) or legal guardian(s) of the LEP student ~~ELLs~~ by mail no later than **within thirty days after the beginning of the school year that their child has been identified as of the child's identification**. eligible for enrollment in a bilingual, ESL, or English language services program. If the student has not been identified as LEP prior to the beginning of the school year, then the parent(s) or legal guardian(s) must be notified within two weeks of the student's placement in a bilingual, ESL, or English language services program.

Parent(s) or legal guardian(s) shall receive progress reports **of students enrolled in bilingual, ESL, or English language services programs** in the same manner

and frequency as **progress reports** are those sent to parents or legal guardians of other students **enrolled in the district**.

The Superintendent or designee will provide for the maximum practical involvement of parent(s) of ELLs ~~Parent(s) or legal guardian(s) of students of limited English proficiency will be offered opportunities for involvement in the development and review of program objectives and dissemination of information to and from the district Boards of Education and communities served by the bilingual, ESL, or English language services education programs. A school district that implements a bilingual education program shall establish a parent~~ ~~an~~ **advisory committee on bilingual education shall be formed with of which the majority membership will be** ~~being~~ ~~parent(s) or legal guardian(s) of students of limited English proficiency of ELLs.~~

Graduation

ELLs ~~Students of limited English proficiency~~ will qualify for graduation from high school in accordance with N.J.A.C. 6A:8-5.1(a) and Policy No. 5460.

Program Plan

The Superintendent shall prepare and submit a plan for a bilingual, ESL, or English language services program every three years to the Board and the New Jersey Department of Education for approval in accordance with the provisions of N.J.A.C. 6A:15-1.6.

N.J.S.A. 18A:35-15 through 18A:35-25
N.J.A.C. 6A:15-1.1 et seq.

First Reading: June 23, 2016
Second Reading: July 21, 2016

R 2423 BILINGUAL AND ESL EDUCATION

A. Definitions

1. "Bilingual education program" means a full-time program of instruction in all ~~these~~ courses or subjects ~~which~~ **that** a child is required by law or rule to receive, given in the native language of ~~the limited English proficient students~~ **English language learners (ELLs)** enrolled in the program and also in English; in the aural comprehension, speaking, reading, and writing of the native language of ~~the limited English proficient students~~ **ELLs** enrolled in the programs, **and** in the aural comprehension, speaking, reading, and writing of English; and in the history and culture of the country, territory, or geographic area ~~which~~ **that** is the native land of the parents of ~~limited English proficient students~~ **ELLs** enrolled in the program, and in the history and culture of the United States. ~~All students in bilingual education programs receive English as a second language instruction.~~
2. "Bilingual part-time component" means a program alternative in which students are assigned to mainstream English program classes, but are scheduled daily for their developmental reading and mathematics instruction with a certified bilingual teacher.
3. "Bilingual resource program" means a program alternative in which students receive daily instruction from a certified bilingual teacher in identified subjects and with specific assignments on an individual student basis.
4. "Bilingual tutorial program" means a program alternative in which students are provided one period of instruction from a certified bilingual teacher in a content area required for graduation and a second period of tutoring in other required content areas.
5. "Dual-language bilingual education program" means a full-time program of instruction in elementary and secondary schools ~~which~~ **that** provides structured English language instruction and instruction in a second language in all content areas for ~~LEP~~ **ELL** students and for native English speaking students enrolled in the program.
6. "Educational needs" means the particular educational requirements of ~~students of limited English proficiency,~~ **ELLs**; the fulfillment of which will provide them with equal educational opportunities.

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

8. ~~"English language fluency" means the ability to speak the language with sufficient structural accuracy; use vocabulary to participate effectively in most formal and informal conversations on practical, social, and school topics; read material for information; and complete forms and write essays and reports on familiar topics. Language fluency is not the same as language proficiency, which is the full command of language skills.~~

"English language development standards" means the 2012 Amplification of the English Language Development Standards, Kindergarten - Grade 12, incorporated herein by reference, as amended and supplemented, developed by the World-Class Instructional Design and Assessment (WIDA) Consortium. They are the standards and language competencies ELLs in preschool programs and elementary and secondary schools need to become fully proficient in English and to have unrestricted access to grade-appropriate instruction in challenging academic subjects. The standards are published by the Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium (www.wida.us) and are available for review at <http://www.wida.us/standards/eld.aspx>.

9. **"English language learner" or "ELL" means a student whose native language is other than English. The term refers to students with varying degrees of English language proficiency in any one of the domains of speaking, reading, writing, or listening and is synonymous with limited English speaking ability as used in N.J.S.A. 18A:35-15 to 26.**

910. "English language proficiency test" means a test ~~that~~ **which** measures English language skills in the areas of aural comprehension, speaking, reading, and writing.

~~4011.~~ "English language services" means services designed to improve the English language skills of ~~students of limited English~~

proficiency ELLs. These services, provided in school districts with less than ten students of limited English proficiency ELLs, are in addition to the regular school program and have as their goal the development of **are designed to develop** aural comprehension, speaking, reading, and writing skills in English.

- ~~11.~~ "ESL standards for Pre-Kindergarten through grade twelve students" means the WIDA English Language Proficiency Standards for English Language Learners in Pre-Kindergarten through Grade Twelve, 2007 edition, developed by the World-Class Instructional Design and Assessment (WIDA) Consortium. These are the standards and language competencies limited English proficient students in Pre-Kindergarten programs and elementary and secondary schools need to become fully proficient in English and to have unrestricted access to grade appropriate instruction in challenging academic subjects.
12. "Exit criteria" means the criteria ~~which~~ **that** must be applied before a student may be exited from a bilingual, ESL, or English language services education program.
13. "High-intensity ESL program" means a program alternative in which students receive two or more class periods a day of ESL instruction. One period is the standard ESL class and the other period is a tutorial or ESL reading class.
14. "Instructional program alternative" means a part-time program of instruction that may be established by a Board of Education in consultation with and approval of the New Jersey Department of Education. All students in an instructional program alternative receive English as a second language.
- ~~15.~~ "Limited English proficient (LEP) students" means students from Pre-Kindergarten through grade twelve whose native language is other than English and who have sufficient difficulty speaking, reading, writing, or understanding the English language as measured by an English language proficiency test, so as to be denied the opportunity to learn successfully in the classrooms where the language of instruction is English. This term means the same as limited English speaking ability, the term used in N.J.S.A. 18A:35-15 to 26.
- ~~16~~15. "Native language" means the language first acquired by the student, the language most often spoken by the student, or the

language most often spoken in the student's home, regardless of the language spoken by the student.

~~17~~16. "Parent(s)" **for the purposes of Policy and Regulation 2423** means the natural parent(s) or the legal guardian(s), foster parent(s), surrogate parent(s), or person acting in the place of a parent with whom the student legally resides. ~~When~~ **Where** parents are separated or divorced, parent means the person(s) who has legal custody of the student, provided such parental rights have not been terminated by a court of appropriate jurisdiction.

~~18~~17. "Review process" ~~is~~ **means** the process established by the Board of Education to assess ~~limited English proficient students~~ **ELLs** for exit from a bilingual, ESL, or English language services programs.

~~19~~18. "Sheltered English instruction" ~~is~~ **means** an instructional approach used to make academic instruction in English understandable to ~~LEP~~ **ELLs** students. Sheltered English classes are taught by regular classroom teachers who have received training on strategies to make subject-area content comprehensible for **ELLs** ~~LEP~~ students.

B. Identification of Eligible ~~Limited English Language Learners (ELLs)~~ **Proficient (LEP) Students**

1. The **Superintendent of Schools will designate a teaching staff member(s) who _____** will determine the native language of each ~~ELL~~ **LEP student** at the time of enrollment of the student in the school district. The **district _____** will:

- a. Maintain a census indicating all students identified whose native language is other than English; and
- b. **Develop a screening process, initiated by a home-language survey, to determine which students in Kindergarten to grade twelve, of those whose native language is other than English, must be tested to determine English language proficiency. The screening shall be conducted by a bilingual/ESL or other certified teacher, and shall be designed to distinguish students who are proficient English speakers and need no further testing.**

~~Report annually to the New Jersey Department of Education as part of the Fall LEP Enrollment Summary, the~~

~~number of all LEP students whose native language is other than English and, of that group, the number who are LEP students.~~

~~2. The Board approved screening process, initiated by a home language survey, shall determine which students in Kindergarten to grade twelve, of those whose native language is other than English, must be tested to determine English language proficiency. The screening shall be conducted by a bilingual/ESL or other certified teacher and shall be designed to distinguish those students that are proficient English speakers and need no further testing.~~

32. The district shall determine the English language proficiency of all Kindergarten to grade twelve students, who are not screened out, **and** whose native language is other than English, by **administering** ~~the administration of~~ a Department of Education-approved English language proficiency test, assessing the level of reading in English, reviewing the previous academic performance of students, **including their performance on** ~~as well as~~ standardized tests in English, and reviewing the input of teaching staff members responsible for the educational program for **ELLs** ~~the limited English proficient students~~. Students who do not meet the New Jersey Department of Education standard on a Department-approved language proficiency test and who have at least one other indicator **shall be considered ELLs**, ~~are students of limited English proficiency~~. The district shall also use age-appropriate assessment methodologies to identify ~~limited English proficient~~ preschool **ELLs** ~~students in order to determine their individual language development needs~~.

C. Bilingual Programs for ~~Limited English Proficient Students~~ **Language Learners (ELLs)**

1. All Kindergarten through ~~twelfth~~ grade ~~twelve LEP students~~ **ELLs** enrolled in the district **pursuant to N.J.S.A. 18A:7F-46** will be **provided with all** ~~receive~~ required courses and support services outlined in a. through g. below to prepare ~~LEP students~~ **ELLs** to meet the Core Curriculum Content Standards for high school graduation. This may include tutoring, after-school programs, summer programs, and remedial services as needed by **ELLs** ~~LEP students~~. The district shall also provide appropriate instructional programs to eligible pre-school ~~LEP students~~ **ELLs** based on need according to the New Jersey Preschool **Program Implementation Guidelines, 2015 Teaching and Learning Expectations: Standards of Quality (2004)**. **The guidelines provide developmentally**

appropriate recommendations ~~These standards are guidelines for~~ good practice and are intended for **school** districts that provide preschool programs.

- a. **The Board of Education shall establish** English language services designed to improve **the** English language proficiency of **ELLs** ~~LEP students~~ whenever there are **at least one or more**, but fewer than ten ~~LEP students~~ **ELLs** enrolled ~~within the schools of~~ **in the school** district. English language services shall be **provided** in addition to the regular school program.

- b. **The Board of Education shall establish** ~~a~~An ESL program that provides **at least one** ~~up to two~~ periods of ESL instruction based on student language proficiency whenever there are ten or more ~~LEP students~~ **ELLs** enrolled ~~within the schools of~~ **in the school** district.
 - (1) ~~An~~ ~~The~~ ESL curriculum that addresses the WIDA English ~~I~~language **development Proficiency** ~~s~~Standards as ~~amended and supplemented~~ shall be developed and adopted by the Board to address the instructional needs of **ELLs** ~~LEP students~~.
 - (2) The ESL curriculum will be cross-referenced to the district's bilingual education and content area curricula to ensure that ESL instruction is correlated to all the content areas ~~being~~ taught.

- c. **The Board of Education shall establish** ~~A~~ bilingual education programs ~~will be established~~ whenever there are twenty or more ~~limited English proficient students~~ **ELLs** in any one-language classification enrolled in the **school** district pursuant to N.J.S.A. 18A:35-18. The bilingual education programs shall:
 - (1) Be designed to prepare ~~LEP students~~ **ELLs** to acquire sufficient English skills and content knowledge to meet the Core Curriculum Content Standards. All ~~LEP students~~ **ELLs** participating in the bilingual programs **shall** ~~will~~ also receive ESL instruction;
 - (2) Include a ~~bilingual program~~ curriculum that addresses the Core Curriculum Content Standards, the WIDA English ~~I~~language **Proficiency**

development sStandards, and the use of two languages. The bilingual education curriculum shall be adopted by the Board; and

- (3) Include a full range of required courses and activities offered on the same basis and under the same rules that apply to all students within the **school** district.

- d. **ELLs** ~~LEP students will~~ **shall** be provided **with** equitable instructional opportunities to participate in all non-academic courses necessary to meet the Core Curriculum **Content** Standards, including comprehensive health and physical education, the visual and performing arts, and career awareness programs. ~~The These~~ instructional opportunities shall be designed to assist ~~LEP students~~ **ELLs** to fully comprehend all subject matter and demonstrate their mastery of the content matter.

- e. The **Board of Education** ~~district~~ shall offer sufficient courses and other relevant supplemental instructional opportunities in grades nine through twelve to enable ~~LEP students~~ **ELLs** to meet the Core Curriculum Content Standards for graduation. When sufficient numbers of students are not available to form a bilingual class in a subject area, **the Board shall develop** plans ~~shall be developed~~ in consultation with and approved by the New Jersey Department of Education to meet the needs of the students.

- f. **The Board of Education shall design** ~~a~~Additional programs and services ~~shall be designed~~ to meet the special needs of eligible ~~LEP students~~ **ELLs** and ~~will~~ include, but not be limited to: remedial instruction through Title I programs; special education; school-to-work programs; computer training; and gifted and talented education services.

- g. The **Board of Education** may establish dual-language bilingual education programs in ~~its the~~ schools and may make provisions for the coordination of instruction and services with the **school** district's ~~w~~World ~~I~~languages program. **Dual-language bilingual education programs** ~~This program, if established by the Board,~~ shall also enroll students whose primary language is English, and shall be designed to help students achieve proficiency in English

and in a second language while mastering subject-matter skills. ~~To the extent necessary, instruction shall, to the extent necessary,~~ be in all courses or subjects of study **that allow** ~~allowing~~ students to meet all grade promotion and graduation standards. Where possible, ~~these classes in~~ **dual-language bilingual programs shall** ~~will~~ be comprised of approximately equal numbers ~~of students of limited English proficiency and~~ **of ELLs and of** students whose native language is English.

2. The Board of Education may establish a program in bilingual education for any language classification with fewer than twenty students.

D. Waiver Process **Provided by Statute**

The school district may request a waiver from **N.J.A.C. 6A:15-1.4(d)** ~~establishing a bilingual education program, pursuant to N.J.S.A. 18A:35-18,~~ to establish **annually** an instructional program alternative ~~on an annual basis~~ with the approval of the Department of Education when there are twenty or more students eligible for the bilingual education program in Kindergarten through grade twelve, and the **school** district is able to demonstrate **that it would be impractical to provide a full-time bilingual program** ~~that due to age range, grade span, and/or geographic location of eligible students, it would be impractical to provide a full-time bilingual program.~~

1. ~~Any~~ ~~Instructional~~ program alternatives shall be developed in consultation with and approved annually by the Department of Education after review of student enrollment and achievement data. All bilingual instructional program alternatives shall be designed to assist ~~LEP students~~ **ELLs** to develop sufficient English skills and subject-matter skills to meet the Core Curriculum Content Standards.
2. The instructional program alternatives **that shall** ~~to~~ be established ~~shall~~ include, but are not limited to: **the** bilingual part-time component; **the** bilingual resource program; **the** bilingual tutorial program; **the** sheltered English instruction program; and **the** high-intensity ESL program.
3. In the event the district implements program alternatives, the district shall annually submit student enrollment and achievement data that demonstrate the continued need for these programs.

E. Department of Education Approval of Bilingual, ESL, or English Language Services Programs

1. **Each school district providing a** ~~The school district's~~ bilingual program, ESL program, or English language services program plans shall be submitted **a plan every three years** to the New Jersey Department of Education ~~every three years~~ for approval. **At its discretion, the Department of Education may request modifications, as appropriate. Plans submitted by the school district for approval shall include information on the following** ~~The plans will include the following information:~~

- a. Identification of students;
- b. Program description;
- c. Number of certified staff hired for the program;
- d. Bilingual and ESL curriculum development;
- e. Evaluation design;
- f. Review process for exit; and
- g. A budget for bilingual and ESL programs ~~and/or~~ or English language services programs. ~~The budget must indicate how the bilingual categorical aid funds are directly related to the bilingual/ESL program instructional services and materials.~~

2. **The Department of Education will establish procedures for monitoring and evaluation of school district bilingual/ESL programs by means of its district and school accountability process.**

~~The district shall annually submit data on the number of LEP students served, exit data for the LEP students enrolled in the district, and data on the number of immigrant students enrolled in the district.~~

3. ~~The district's bilingual/ESL programs will be monitored and evaluated by the New Jersey Department of Education.~~

4. ~~A school that fails to make progress in meeting the New Jersey Department of Education's annual measurable achievement~~

~~objectives, must separately inform the parent(s) or legal guardian(s) of an LEP student of the school's failure no later than thirty days after the failure occurs.~~

F. Supportive Services

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

G. In-service Training

1. **A plan shall be developed for in-service training will be provided for bilingual, ESL, and mainstream teachers; administrators who supervise bilingual/ESL programs; and administrators and any personnel who observe and evaluate teachers of ELLs. The plan shall based on their needs and to include instructional strategies and appropriate assessments to help LEP students ELLs meet the Core Curriculum Content Standards and the WIDA English I language development Proficiency Standards. All ESL and bilingual teachers shall will receive training in the use of the ESL curriculum.**
2. The Professional Development Plan of the **school** district shall include the needs of bilingual and ESL teachers, **which that** shall be addressed through in-service training.

H. Certification of Staff

All teachers in these programs will hold the following certifications:

1. Bilingual Classes - a valid New Jersey instructional certificate with an endorsement for the appropriate grade level and/or content area, as well as an endorsement in bilingual education **pursuant to N.J.S.A. 18A:6-38 et seq. and 18A:35-15 to 26.**
2. ESL Classes - a valid New Jersey instructional certificate in **ESL English as a second language pursuant to N.J.S.A. 18A:6-38 et seq. and N.J.A.C. 6A:9B-10.5.**

3. English Language Services - a valid New Jersey instructional certificate.
- I. Bilingual, **English as a Second Language** ~~ESL~~, and English Language Services Program Enrollment, Assessment, Exit, and Re-entry
1. All **ELLs** ~~LEP students~~ from Kindergarten through ~~twelfth~~ grade **twelve** shall be enrolled in the bilingual, ESL, or English language services program **established by the Board of Education as prescribed in N.J.A.C. 6A:15-1.4(b) through (e) and 1.5(a), and P.L. 1995, c. 59 and c. 327.**
 2. Students enrolled in ~~the~~ a bilingual, ESL, or English language services program shall be assessed annually ~~using~~ with a Department of Education-approved English language proficiency test to determine their progress in achieving English language proficiency goals and readiness for exiting the program.
 3. **ELLs** ~~LEP students~~ enrolled in **the bilingual, ESL, or English language services program** ~~one of these programs~~ shall be placed in a monolingual English program when they have demonstrated readiness to function successfully in an English-only program. **The** ~~This~~ process to **determine the readiness or inability of the individual student to function successfully in the English-only program** shall be initiated by the student's level of English proficiency as measured by a Department of Education-established standard on an English language proficiency test. ~~The~~ ~~and the~~ readiness of the student shall be further assessed on the basis of multiple indicators ~~that~~ ~~which~~ shall **include**, at a minimum; ~~include~~ classroom performance; the student's reading level in English; the judgment of the teaching staff member or members responsible for the educational program of the student; and performance on achievement tests in English ~~according to P.L. 1991, c.12.~~
 4. A parent(s) ~~or legal guardian(s)~~ may remove a student who is enrolled in a bilingual education program pursuant to provisions in N.J.S.A. 18A:35-22.1.
 5. ~~Students enrolled in a bilingual, ESL, or English language services program shall be assessed annually to determine their progress in achieving English language proficiency goals and readiness for exiting the program.~~

65. Newly exited students who are not progressing in the mainstream English program may be considered for reentry to bilingual and ESL programs as follows:
- a. After a minimum of one-half of an academic year and within two years of exit, the mainstream English classroom teacher, ~~with the approval of the Building Principal,~~ may recommend retesting **with the approval of the Principal.**
 - b. A waiver of the minimum time limitation may be approved by the Executive County Superintendent upon request of the Superintendent if the student is experiencing extreme difficulty in adjusting to the mainstream program.
 - c. The recommendation for retesting **shall will** be based on the teacher's judgment that the student is experiencing difficulties due to problems in using English as evidenced by the student's inability to: communicate effectively with peers and adults; understand directions given by the teacher; and/or comprehend basic verbal and written materials.
 - d. The student shall be tested using a different form of the test or a different language proficiency test than the one used to exit the students.
 - e. If the student scores below the State-established standard on the language proficiency test, the student shall be re-enrolled into the bilingual or ESL program.
76. When the review process for exiting a student from a bilingual, ESL, or English language services program has been completed, **the district shall notify by mail** the student's parent(s) ~~or legal guardian(s) shall be informed by mail~~ of the **placement** determination of placement. If the parent(s), ~~legal guardian(s)~~ or teaching staff member disagrees with the placement, he/she may appeal the **placement** decision in writing to the **Superintendent or designee _____**, who will provide a written explanation for the decision within _____ **seven** working days **of receiving the written appeal.** The complainant may appeal this decision in writing to the Board of Education **within seven calendar days of receiving the Superintendent's or designee's written explanation of the decision.** The Board will review the appeal and respond in writing **to the parent within forty-five calendar days of the Board's receipt of the parent's**

written appeal to the Board. Upon exhausting an appeal to the Board, the complainant may appeal to the Commissioner of Education pursuant to N.J.S.A. 18A:6-9 and N.J.A.C. 6A:3.

J. **Graduation Requirements for Limited English Proficient Students Language Learners**

All **ELLs** ~~LEP students~~ must satisfy requirements for high school graduation according to N.J.A.C. 6A:8-5.1(a).

K. **Location of Programs**

All bilingual, ESL, and English language services programs shall be conducted within classrooms ~~approved by the Executive County Superintendent of Schools~~ within the regular school buildings of the **school district per pursuant to** N.J.S.A. 18A:35-20.

L. **Notification to Parents/Legal Guardians**

1. The school district will notify **by mail** the parents(s) ~~or legal guardian(s) of the LEP student of ELLs~~ **by mail of the fact** no later than thirty days after the beginning of the school year that their child has been identified as eligible for enrollment in a bilingual, ESL, or English language services program. **The district shall issue the notification within thirty days of the child's identification. Notice shall include a statement that the parents may decline their child's enrollment in a bilingual program, and they shall be given an opportunity to do so if they choose. The notice shall be in writing and in the language in which the parent(s) possesses a primary speaking ability, and in English, and shall include the following information:** ~~The parent(s) or legal guardian(s) must be notified within two weeks of the student's placement in a bilingual, ESL, or English language services program, if the student has not been identified as a LEP student prior to the beginning of the school year.~~

- a. **Why** ~~The notice shall inform the parent(s) or legal guardian(s) why~~ the student was identified as **an ELL;**

- b. **Why** ~~LEP and why~~ the student needs to be placed in a **language instructional educational program that will help him or her develop and attain English proficiency and meet State academic standards** ~~bilingual, ESL, or English language services program;~~

- bc. ~~The notice will include the student's level of English proficiency, how~~ **the such level of English proficiency** was assessed, and the student's academic level;
- ed. ~~The notice will include the method of instruction~~ **the school district will use that will be used** to serve the student, including a description of other ~~methods of instruction~~ **methods** available and how those methods differ in content, instructional goals, and the use of English and a native language, if applicable;
- de. ~~The notice will inform the parent(s) or legal guardian(s)~~ **H**ow the program will meet the **student's** specific needs ~~of the student~~ in attaining English and meeting State standards;
- ef. The **program's** ~~notice will include the exit requirements, the expected rate of transition into a classroom not tailored for ELLs LEP students, and, in the case of high school students, the expected rate of graduation; and~~
- fg. ~~The notice will inform the parent(s) or legal guardian(s)~~ **H**ow the instructional program will meet the objectives of **the an individualized** education program of a student with a disability;
- g. ~~The notice will include written guidance on the rights that parents have to remove their child from a bilingual, ESL, or English language services program upon their request, in accordance with N.J.A.C. 6A:15-1.13, or to choose another program or method of instruction, if available, and how the parent(s) or legal guardian(s) will be provided assistance in selecting the best program to serve their child;~~
- h. ~~The notice will inform the parent(s) or legal guardian(s) they have the option of declining enrollment if they choose by providing notice to the district no later than ten days after receiving the eligibility notice;~~
- i. ~~The notice shall be in writing and in the language of which the child of the parent(s) or legal guardian(s) so notified possesses a primary speaking ability, and in English; and~~
- j. ~~Whenever the district determines, on the basis of a student's level of English proficiency, that a student should~~

~~exit from a program of bilingual education, the district shall notify the parent(s) or legal guardian(s) of the student by mail.~~

2. ~~The school district shall send progress reports to~~ The parent(s) or legal guardian(s) of students enrolled in a bilingual, ESL, or English language services programs ~~shall receive progress reports~~ in the same manner and frequency as progress reports are sent to parent(s) and legal guardian(s) of other students enrolled in the school district.
3. Progress reports shall be written in English and in the native language of the parent(s) or legal guardian(s) of students enrolled in the bilingual ~~and~~ or ESL program unless **the school district** ~~it~~ can be demonstrated and documented in the three-year plan **required in N.J.A.C. 6A:15-1.6(a)** that ~~the~~ **this** requirement would place an unreasonable burden on the district.
4. The **school** district shall notify the parent(s) or legal guardian(s) when ~~a~~ students meets the exit criteria and ~~are~~ is placed in a monolingual English program. The notice shall be in English and in the language in which the parent(s) or legal guardian(s) possesses a primary speaking ability.

M. Joint Programs

~~With The school district may join with any other school districts, with the approval of the Executive County Superintendent of Schools, on a case-by-case basis, a school district may join with another Board of Education to provide bilingual, ESL, or English language services programs.~~

N. Parental Involvement

1. The **Superintendent or designee** _____ will provide for **the** maximum practicable involvement of parent(s) or legal guardian(s) of ~~LEP~~ students **ELLs** in the development and review of program objectives and dissemination of information to and from the **district** Boards of Education and communities served by the bilingual, ESL, or English language services education programs.
2. ~~A parent(s) or legal guardian(s) will be informed on how they can become involved in the education of their child and how they can~~

~~actively participate in helping their child learn English, achieve at high levels in the core academic subjects, and meet State standards.~~

32. A **school** district that implements a bilingual education program shall establish a parent advisory committee on bilingual education ~~of~~ ~~on~~ which the majority will be parents ~~or~~ ~~legal guardians~~ of students of **ELLs** ~~limited English proficiency~~.

First Reading: June 23, 2016

Second Reading: July 21, 2016

2622 STUDENT ASSESSMENT

The Commissioner of Education shall implement a system and related schedule of Statewide assessments to evaluate student achievement of the Core Curriculum Content Standards in accordance with the provisions of N.J.A.C. 6A:8-4.1 et seq. The Board of Education is required to administer the applicable Statewide assessments according to the schedule prescribed by the Commissioner.

State assessments provide parents with important information about their child's progress; detailed diagnostic information about each individual student's performance that educators, parents, and students can utilize to enhance foundational knowledge and student achievement; and include item analysis which will clarify a student's level of knowledge and understanding of a particular subject or area of a subject. The data derived from State assessments will be utilized by teachers and administrators to pinpoint areas of difficulty and customize instruction accordingly. Such data can be accessed and utilized as a student progresses to successive school levels.

The New Jersey Department of Education, pursuant to State law and regulations, requires all students to take State assessments as scheduled. There is no provision for a student to opt-out of Statewide assessments. If a student is absent on a testing date, the student will be expected to take the missed test on another school day. Parents and students will be informed of all scheduled testing dates, including make-up testing dates for students who missed the initial testing date.

Statewide Assessment System

The Superintendent of Schools shall develop and annually present to the Board for its approval an assessment program that complies with the rules of the State Board of Education.

Test Administration Procedures and Security Measures

All Statewide assessments shall be administered in accordance with the Department of Education's required test administration procedures and security measures. Any breach of such procedures or measures shall be immediately reported to the Superintendent or designee.

Documentation of Student Achievement

The Department of Education shall provide the Superintendent with documentation of student achievement after administration of each test in accordance with the provisions of N.J.A.C. 6A:8-4.2. The Board shall maintain an accurate record of each student's performance on Statewide assessments in

accordance with N.J.A.C. 6A:8-4.2. Information regarding individual student test scores shall only be released in accordance with Federal and State law.

Accountability

The Superintendent shall report preliminary and final results of annual assessments to the Board of Education as required by the New Jersey Department of Education. The Board will provide parents, students, and citizens with results of annual assessments according to N.J.A.C. 6A:8-4.23. The Board shall provide appropriate instruction to improve skills and knowledge for students performing below established levels of student proficiency in any content area either on Statewide or local assessments. All students are expected to demonstrate the knowledge and skills of the Core Curriculum Content Standards as measured by the Statewide assessment system.

Public Reporting

In accordance with the requirements of N.J.A.C. 6A:8-4.5, the Department of Education shall report annually to the State Board of Education and the public on the progress of all students and student subgroups in meeting the Core Curriculum Content Standards as measured by the Statewide assessment system. In public reporting of school and district performance data, the Department of Education shall not compromise the confidentiality of individual students.

Parental Notification

Parents shall be informed of the district assessment system and of any special tests that are to be administered to their children.

Student Accommodations/Modifications

The Board shall provide appropriate accommodations or modifications to the Statewide assessment system as specified by the Department of Education for English Language Learners (ELLs) and students with disabilities as defined in N.J.A.C. 6A:14-1.3 or eligible under Section 504 of the Rehabilitation Act as determined by the Individualized Educational Plan (IEP) or 504 Team in accordance with N.J.A.C. 6A:8-4.1(d)1.

N.J.S.A. 18A:7C-1

N.J.A.C. 6A:8-4.1 et seq.; 6A:8-5.1; 6A:14-1.1 et seq.; 6A:14-3.7;
6A:14-4.10

First Reading: June 23, 2016

Second Reading: July 21, 2016

2260 AFFIRMATIVE ACTION PROGRAM FOR SCHOOL
AND CLASSROOM PRACTICES

The Board of Education shall provide equal and bias-free access for all students to all school facilities, courses, programs, activities, and services, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, **gender identity or expression**, religion, disability, or socioeconomic status, by:

1. Ensuring equal and barrier-free access to all school and classroom facilities;
2. Attaining minority representation within each school, which approximates the district's overall minority representation. Exact apportionment is not required, however, the ultimate goal is a reasonable plan achieving the greatest degree of racial balance, which is feasible and consistent with sound educational values and procedures;
3. Utilizing a State-approved English language proficiency measure on an annual basis for determining the special needs of **English language learners** and **their** progress in learning English of ~~language-minority students~~ pursuant to N.J.A.C. 6A:15-1.3(**eb**);
4. Utilizing bias-free multiple measures for determining the special needs of students with disabilities, pursuant to N.J.A.C. 6A:14-3.4;
5. Ensuring that support services, including intervention and referral services and school health services pursuant to N.J.A.C. 6A:16, are available to all students; and
6. Ensuring that a student is not discriminated against because of a medical condition. A student shall not be excluded from any education program or activity because of a long-term medical condition unless a physician certifies that such exclusion is necessary. If excluded, the student shall be provided with equivalent and timely instruction that may include home instruction, without prejudice or penalty.

The Board of Education shall ensure that the district's curriculum and instruction are aligned to the State's Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin,

ancestry, age, marital status, affectional or sexual orientation, gender, **gender identity or expression**, religion, disability, or socioeconomic status, by:

1. Ensuring there are no differential requirements for completion of course offerings or programs of study solely on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, **gender identity or expression**, religion, disability, or socioeconomic status;
2. Ensuring courses shall not be offered separately on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, **gender identity or expression**, religion, disability, or socioeconomic status;
 - a. Portions of classes which deal exclusively with human sexuality may be conducted in separate developmentally appropriate sessions for male and female students, provided that the course content for such separately conducted sessions is the same.
3. Reducing or preventing the underrepresentation of minority, female, and male students in all classes and programs including gifted and talented, accelerated, and advanced classes;
4. Ensuring that schools demonstrate the inclusion of a multicultural curriculum in its instructional content, materials and methods, and that students understand the basic tenet of multiculturalism;
5. Ensuring that African American history, as well as the history of other cultures, is infused into the curriculum and taught as part of the history of the United States, pursuant to N.J.S.A. 18A:35-1 and the New Jersey Core Curriculum Content Standards; and
6. Ensuring that instruction on the Holocaust and other acts of genocide is included in the curriculum of all elementary and secondary schools, as developmentally appropriate, pursuant to N.J.S.A. 18A:35-28.

The Board of Education shall ensure all students have access to adequate and appropriate counseling services. When informing students about possible careers, professional or vocational opportunities, the Board shall not restrict or limit the options presented to students on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, **gender identity or expression**, religion, disability, or socioeconomic status. The district will not use tests, guidance, or counseling materials which are biased or stereotyped on the basis of race, creed, color, national origin, ancestry, age,

marital status, affectional or sexual orientation, gender, **gender identity or expression**, religion, disability, or socioeconomic status.

The Board of Education shall ensure that the district's physical education program and its athletic programs are equitable, co-educational, and do not discriminate on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, **gender identity or expression**, religion, disability, or socioeconomic status, as follows:

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

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

N.J.A.C. 6A:7-1.7

First Reading: June 23, 2016

Second Reading: July 21, 2016

2610 EDUCATIONAL PROGRAM EVALUATION

The Board of Education directs the Superintendent to develop and implement a systematic plan for the continuous evaluation of the educational program against the educational goals established by this Board. To this end, the Superintendent shall employ such tests and methods as may be indicated by sound professional judgment. Wherever possible, the assessment program shall follow evaluation procedures set forth in the course guides.

The Superintendent shall maintain a calendar of assessment activities and shall make periodic evaluation reports to the Board during the school year. Findings of the assessment program may be used to evaluate the progress of students and the effectiveness of staff members. The Board will annually make available to the public the collective progress of students toward the goals of the district.

The Board will annually, prior to the end of the school year and in conjunction with appropriate members of the administrative staff, conduct a review of the educational progress of the district, assess district and student needs, and establish long range and short range objectives for the educational program. The Board's annual report will be submitted to the Commissioner of Education as required.

The Superintendent shall annually recommend improvements in the educational program based on the Board's evaluation of the district's program. The Board reserves the right to employ experts from outside the school district to serve in the evaluation process.

N.J.S.A. 18A:7A-11

N.J.A.C. ~~6:8-3.2~~; 6A:8-4.1 et seq.

N.J.A.C. 6A:19-2.6 [**vocational districts**]

First Reading: June 23, 2016

Second Reading: July 21, 2016

2200 CURRICULUM CONTENT

The Board of Education will provide the instruction and services mandated by law and rules as necessary for the implementation of a thorough and efficient system of free public education and such other instruction and services as the Board deems appropriate for the thorough and efficient education of the students of this 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 No. 2220.

For purposes of this policy "curriculum" means planned learning opportunities designed to assist students toward the achievement of the intended outcomes of instruction.

The curriculum will be reviewed by the Superintendent and approved annually by the Board. In accordance with law, the curriculum shall, as a minimum, include the curricular mandates of N.J.S.A. 18A - Education and N.J.A.C. 6 and 6A - Education and all of the New Jersey Core Curriculum Content Standards and Cumulative Progress Indicators and the courses required by Policy No. 5460 and N.J.A.C. 6A:8-5 for high school graduation.

The Superintendent is responsible for implementing the curriculum approved by the Board.

The Board directs the curriculum be consistent with the educational goals and objectives of this district, the New Jersey Core Curriculum Content Standards and responsive to identified student needs. The Superintendent shall, in consultation with teaching staff members, assure the effective articulation of curriculum across all grade levels and among the schools of this district.

The curriculum shall provide programs in accordance with Board policies and the New Jersey Core Curriculum Content Standards, including but not limited to:

1. Preparation of all students for employment or post secondary study upon graduation from high school;
2. Instruction in workplace readiness skills, visual and performing arts, comprehensive health and physical education, language arts literacy, mathematics, science, social studies (including instruction on the Constitution of the United States, United States history, Community Civics, and the geography, history and civics of New Jersey), and World Languages;
3. Continuous access to sufficient programs and services of a library/media facility, classroom collection, or both, to support the educational program of all students in accordance with Policy No. 2530;
4. Guidance and counseling to assist in career and academic planning for all students, in accordance with Policy No. 2411;

5. A continuum of educational programs and services for all children with disabilities, in accordance with Policy No. 2460 and Regulation Nos. 2460-1 through 2460-14;
6. Bilingual education, English as a Second Language, and English language services for students of limited English language proficiency, when the number of such students so necessitates, in accordance with Policy No. 2423;
7. Programs and services for students at risk who require remedial assistance in accordance with Policy Nos. **Policies** 2414, 2415, and 5460;
8. Equal educational opportunity for all students in accordance with Policy Nos. **Policies** 2260, 5750, and 5755;
9. Career awareness and exploration as required, and vocational education as appropriate;
10. Educational opportunities for students with exceptional abilities, in accordance with Policy No. 2464;
11. Instruction in accident and fire prevention;
12. A substance abuse prevention program;
13. A program for family life education; and
14. Programs that encourage the active involvement of representatives from the community, business, industry, labor and higher education in the development of educational programs aligned with the standards.

N.J.S.A. 18A:6-2; 18A:6-3; 18A:35-1 et seq.
N.J.A.C. 6A:8-1.1 et seq.; 6A:14 et seq.
New Jersey Core Curriculum Content Standards

First Reading: June 23, 2016
Second Reading: July 21, 2016

R 2200 CURRICULUM CONTENT

Courses of study and instructional materials and programs shall be designed to eliminate discrimination and promote understanding and mutual respect between children **regardless** of ~~different~~ races, colors, creeds, ~~sexes~~, **age, marital status, affectional or sexual orientations, gender, gender identity or expression, religion,** ancestry~~ies~~, national origins, ~~social- or~~ **socioeconomic** status, and/or disability~~ies~~.

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

- A. When instructional material contains stereotypes or discriminatory statements, staff should help students identify the stereotypes or discriminatory statement(s) and discuss with students the consequences of repeated stereotyping and discriminatory statements.
- B. If a particular instructional material is highly objectionable, staff should not use it, ~~N.J.A.C. 6:4-1.3(f)~~; such material should be brought to the attention of the Building Principal so that the Affirmative Action Officer can evaluate the objectionable material. Alternatively, the teacher might discuss the questionable material instead of eliminating it, depending on the makeup and maturity of the class and the purposes of the instruction.
- C. Another recommended technique for handling materials that contain biases or stereotypes is to offset it by using unbiased supplementary materials, ~~N.J.A.C. 6:4-1.3(f)~~.
- D. Community involvement when developing instructional programs and attendant materials shall be encouraged.

First Reading: June 23, 2016

Second Reading: July 21, 2016

5755 EQUITY IN EDUCATIONAL PROGRAMS AND SERVICES

Equity In Student Access

It is the policy of the Board of Education to ensure equal and bias-free access to all school facilities, courses, programs, activities, and services, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation ~~or sex~~, **gender, gender identity or expression**, ~~social or economic~~ **socioeconomic** status, or disability.

The school district administration will ensure: that all students will have equal and barrier-free access to all school and classroom facilities, that minority and female students are not under-represented in gifted and talented or accelerated/advanced courses and that minority and male students are not over-represented in detentions, suspensions, expulsions, dropouts, or special needs classifications. Support services will be available to all students and that all limited English-proficient students and students with disabilities will have equal and bias-free access to all school programs and activities. The school district will ensure equal and bias-free access for all students to computers, computer classes, vocational education classes, and technologically-advanced instructional assistance, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation ~~or sex~~, **gender, gender identity or expression**, ~~social or economic~~ **socioeconomic** status, or disability.

The Board of Education will refrain from locating new facilities in areas that will contribute to imbalanced, isolated, or racially identifiable school enrollments. The school district administration will assign students to ensure that the racial/national origin composition of each school's enrollment reflects the composition of the districtwide enrollment and so that school and classroom enrollments are not identifiable on the basis of race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation ~~or sex~~, **gender, gender identity or expression**, ~~social or economic~~ **socioeconomic** status, or disability.

Students will not be separated or isolated by race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation ~~or sex~~, **gender, gender identity or expression**, ~~social or economic~~ **socioeconomic** status, or disability within schools, courses, classes, programs, or extracurricular activities. Bias-free multiple measures for determining the special needs of language-minority students and students with disabilities will be utilized. Pregnant students will be permitted to remain in the regular school program and activities and if not permitted to attend school by her doctor, the student will be provided equivalent instruction.

Equity in Guidance Programs and **Support Services**

The school district will ensure the guidance program **and support services** provides access to adequate and appropriate counseling services for **all students, including, but not limited to**, minority students, limited English-proficient students, non-college bound students, and students with disabilities. A full range of possible career, professional, and/or vocational choices will be presented to all students.

Equity in Physical Education Training

All school district physical education programs will be co-educational, ~~with the exception of wrestling practice and a minimum of 75% of the electives are chosen by at least 30% of enrolled male and female students, when the physical education programs are elective~~ **with any exceptions to be in accordance with Federal and State laws and regulations.**

Equity in Athletic Programs

The school district's athletic program will provide equitable opportunities for female and male students to participate in athletics and equitable support for cheerleading programs and comparable facilities for male and female teams. The athletic program will have relatively equal numbers of varsity and sub-varsity teams for male and female teams and equitable scheduling of night games, practice times, and numbers of games for male and female teams.

Appeal Procedure

Any student or their parent(s) ~~or legal guardian(s)~~ may appeal school practices involving equity through the procedure established in Regulation ~~No.~~ 5750.

N.J.A.C. 6:4-1 et seq.

Title IX of the Education Amendments of 1972

~~Athletic Guidelines 1986~~

N.J.A.C. 6A:7-1.1 et seq.

First Reading: June 23, 2016

Second Reading: July 21, 2016

District Regulation

5600 - STUDENT DISCIPLINE/CODE OF CONDUCT (M)

Section: Students

Date Created: November, 2014

Date Edited: November, 2014

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 7.8, as appropriate.

B. Expectations for Academic Achievement, Behavior, and Attendance

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 13.1.

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 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.

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 7.8; 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 pupils, 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.
2. 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.
3. 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.

4. Students 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.

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. Chart of Discipline

1. Below is a Chart of Student Discipline listing school responses to violations of behavioral expectations. These behavioral expectations and school responses include, but are not limited to:

Pupil Discipline/Code of Conduct – Grades Six through Twelve

- Students are expected to follow directions of administrators, teachers and other staff members.
- Students are expected to display that type of behavior, which contributes positively to the overall atmosphere of the school.
- Students are expected to demonstrate respect for staff and other students.
- Students are expected to attend school free of alcohol or illegal drugs.
- Students are expected not to be in possession of or sell alcohol or drugs.
- Students are expected to respect all personal and school property.
- Students are expected to conform to dress code policy.

This list represents the minimum actions to be taken. Penalties may vary according to the severity and frequency of the offenses. Any offenses not listed here shall be dealt with on an individual basis. Age, grade, maturity, and intellectual ability play a major role in student behavior. Every discipline problem is dealt with on a case by case basis, allowing for due process. Due process plays an important role of each infraction and may determine a different outcome other than the pre-determined consequences listed below. Clearance from a medical professional may be required before a child is able to return to school as dictated above.

Student Infraction	Offense	Action	Comments
Out of Class Without Pass	1 st offense	Warning	
	2 nd offense	Detention	
	3 rd offense	Detention	
Disorderly Behavior in Cafeteria	1 st offense	Warning	
	2 nd offense	Detention	
	3 rd offense	2 Detentions	
	Subsequent	Saturday school/ ISS or OSS	
Disrespect to School Personnel	1 st offense	Saturday School/ Parent Notified	
	2 nd offense	2 Saturday School/ Parent Notified	
	Subsequent	ISS OR OSS	
Excessive Display of Affection	1 st offense	Warning	
	2 nd offense	Detention	
	3 rd offense	Saturday School/ISS	
Forging any Official Document	1 st offense	1 day OSS	
	2 nd offense	2 days OSS	
	3 rd offense	3 days OSS	
Gambling/Card Playing	1 st offense	Warning	
	2 nd offense	Detention	
	3 rd offense	Saturday School	
Inappropriate Behavior at School Program	1 st offense	Saturday School	
	2 nd offense		

	3 rd offense	2 Saturday School ISS/OSS	
Loitering on School Grounds While Absent/Suspended or Trespassing	1 st offense 2 nd offense 3 rd offense	1 Saturday School 2 Saturday School OSS	
Refusal to Hand Over Unauthorized Device to School Personnel/Electronics /cell phone (High School only)	1 st offense 2 nd offense 3 rd offense	Detention 2 Detentions/ Parent notified Saturday School	Students can pick up after detention
Cell Phones/Electronics Use in Middle School No MS student is allowed to use cell phones at any time, cell phones must be put away and remain unseen until student leaves the building. In case of emergencies, students must seek help from a teacher and from the Main office.	1 st offense 2 nd offense 3 rd offense	Warning Call Home/Detention Saturday school; parent must pick up phone	
Insubordination	1 st offense 2 nd offense 3 rd offense	Detention Saturday School ISS/OSS	
Bias Incidents (Sexual Harassment, Racial/Ethnic Slurs)	1 st offense 2 nd offense	Saturday School and Counseling 2 days OSS/ISS and Counseling	
Truancy for Day of School	1 st offense 2 nd offense 3 rd Offense	2 Saturday Schools "0" grade per class 1 cut for each class ISS/OSS 1 cut for each class Denial of credit after/ ISS	Can be referred to Municipal Court. Police notified.

Harassment/Intimidation/Bullying (HIB)		As indicated in Policy Students may be disciplined as per code of conduct Administrative prerogative may apply based on severity of the incident	
Destruction of Property/Stealing/Arson/False Alarm	1 st offense 2 nd offense	5 Days OSS and Restitution for Damages 10 Days OSS and Restitution for Damages	Police called and parent notified. Possible charges.
Possession/Distribution of Hate Material	1 st offense 2 nd offense	2 Days OSS 3 Days OSS	
Vandalism	1 st offense 2 nd offense	1 – 2 Days OSS 1 – 4 Days OSS	Parent notified and police contacted. Possible charges. Restitution.
Verbally Threatening a Staff Member	1 st offense 2 nd offense	3 Days OSS and Parent Conference 10 Days OSS and Parent Conference	Student may be sent to S.A.P. program. Police may be notified
Fighting	Any offense	1 – 3 Days OSS/ISS (or more depending on severity). Parent/Police notified Peer mediation or Conflict Resolution	If definite self-defense is proven, only the instigator may be punished. S.A.P. may be set up for student to attend.
Attire Gang Related in Nature	Any offense	Discretion of Administration, Paraphernalia confiscated	

Possession of CDS	1 st offense 2 nd offense	Indefinite suspended pending assessment and referral to S.A.C. 10 Days OSS	Referral to S.A.C. Police notified.
Sale and Distribution of CDS	Any offense	May include: 10 Days OSS/ Expulsion Meet with S.A.C. Referral to Community Agency Referral to CST Police Notification	Seller of drugs and/or controlled dangerous substances while on school property or at school sponsored events, are to be suspended immediately pending an expulsion hearing.
Use of Controlled Substance/Possession /Alcohol	1 st offense 2 nd offense	Suspended pending assessment and referral to S.A.C. 1 – 10 Days OSS Referral to S.A.C.	
Dress Code Violation (Making appropriate changes may require students to leave school with parental consent)	All 1 st offense 2 nd offense 3 rd offense	Removal from class until change of clothes is available. Parent may be notified. Warning Detention Saturday School	
Late to Class	1 st offense 2 nd offense 3 rd offense	Teacher handles Teacher handles Central Detention	
Smoking, Tobacco, E-Cigarettes	1 st offense 2 nd offense	Saturday School 2 Saturday Schools	Police may be notified.

	3 rd offense	4 Saturday Schools	
Cutting Class/Leaving School Grounds	1 st offense 2 nd offense 3 rd offense	2 Detentions for each cut Saturday School ISS and Denial of Credit	If student behavior disrupts the learning process after being denied credit, the student may be removed. S.A.P. may be set up for student to attend.
Weapons/Firearms/Zero Tolerance	Any offense	Up to 10 Days OSS Parents notified Police complaint filed	
Misuse of Computers or any Electronic Devices/Social Media Misuse	Discipline based on severity of infraction	1 – 10 Days OSS/ISS	Parents notified. Possible police notification.
Disruptive Behavior	1 st offense 2 nd offense 3 rd offense 4 th offense Subsequent	Teacher handles/ possible teacher detention Teacher writes up incident and submits to VP Warning Meeting with VP and teacher possible detention Central Detention Saturday School VP/parent/teacher conference ISS or OSS	Teacher should contact parent. Student's schedules may be changed administratively due to chronic disruptions.

Eating/Drinking in Other than Cafeteria	1 st offense	Teacher issued Warning	
	2 nd offense	Central Detention	
	3 rd offense	Saturday School	
Language/Written/Gestures/Defamation of Cultural, Racial, or Religious Groups	1 st offense	Warning	Actions can be upgraded depending on severity of gesture.
	2 nd offense	Detention	
	3 rd offense	Detention/ Parent Conference	
Inappropriate Physical Contact	1 st offense	Saturday School	
	2 nd offense	2 Saturday Schools	
	3 rd offense	2 OSS	
Theft/Stealing	1 st offense	1 – 5 Day ISS/OSS	Restitution. Possible police notification. Restitution
	2 nd offense	1 – 10 Days ISS/OSS	
Extortion	1 st offense	2 OSS	Restitution. Police notified.
	2 nd offense	3 OSS	
Cheating	1 st offense	“0” for grade Parent notified	
Failure to Report to Activity Period	1 st offense	1 Detention	Actions can be upgraded depending on severity of gesture.
	2 nd offense	2 Detentions	
	3 rd offense	3 Detentions	
	4 th offense	Saturday School	
Tardy for School	1 to 3 offenses	Detention Excused	Loss of school privileges for lunch, trips, etc.
	4 offenses	Detention	
	5 offenses	Detention	
	6 offenses	Detention	
	7 offenses	2 Detentions	
	8-20 offenses >20 offenses	Saturday School Potential loss of 1st period credit	
Cutting Administration Detention	1 st offense	2 Detentions	
	2 nd offense	Saturday School	
	Subsequent offense	ISS/OSS	
Dating Violence at School	All incidents	Immediate separation of	At the discretion of

	In addition to:	<p>students involved. Students escorted to office. Interview student involved and investigate incident (including interviewing witnesses). Set up meeting with SAC. Parent notification.</p> <p>At the discretion of administration, based on the severity of the incident, steps may be skipped.</p>	<p>administration, depending on the severity of the incident. Consequences may include but not be limited to:</p> <ol style="list-style-type: none"> 1. Changes in schedule. 2. Counseling – SAC. 3. Psychological evaluation. 4. Set up Behavior Plan. 5. I&RS. 6. Alternative placement (SAP/HI).
Verbally threaten another student (threat of physical violence)	<p>1st offense</p> <p>2nd offense</p> <p>3rd offense</p> <p>4th offense</p>	<p>Saturday School</p> <p>2 Saturday Schools</p> <p>1-2 Days ISS/OSS</p> <p>2-4 Days ISS/OSS</p>	<p>At the discretion of administration, depending on the severity of the incident, consequences may include but not be limited to:</p> <ol style="list-style-type: none"> 1. Parent notification 2. Counseling – SAC. 3. Psychological evaluation. 4. Set up Behavior Plan. 5. Referral to I&RS. 6. Schedule change 7. Alternative placement (SAP/HI).

Removal from class for disruptive / inappropriate behavior	1st offense	Central Detention	Parent Notification for every incident.
	2nd offense	2 Central Detentions	
	3rd offense	Saturday School	
	4th offense	2 Saturday Schools	
	Subsequent	ISS/OSS	

Pupil Discipline/Code of Conduct – Grades Pre-Kindergarten through Five

- Students are expected to follow directions of administrators, teachers and other staff members.
- Students are expected to display that type of behavior, which contributes positively to the overall atmosphere of the school.
- Students are expected to demonstrate respect for staff and other students.
- Students are expected to attend school free of alcohol or illegal drugs.
- Students are expected not to be in possession of or sell alcohol or drugs.
- Students are expected to respect all personal and school property.
- Students are expected to conform to dress code policy.
- Detention is a consequence issued by the Principal for grades 3, 4, and 5 only.
- Any act not listed in this “Infraction Grid” will be handled at the discretion of the Principal.

This list represents the minimum actions to be taken. Penalties may vary according to the severity and frequency of the offenses. Any offenses not listed here shall be dealt with on an individual basis. Age, grade, maturity, and intellectual ability play a major role in student behavior. Every discipline problem is dealt with on a case by case basis, allowing for due process. Due process plays an important role of each infraction and may determine a different outcome other than the pre-determined consequences listed below. Clearance from a medical professional may be required before a child is able to return to school as dictated above.

Student Infraction	Offense	Action	Comments
Disruptive Behavior	1 st offense	Teacher warning	

	2 nd offense	Teacher must notify parent	Subsequent offense may include: ISS/OSS or Alternate Placement
	3 rd offense	Referral to the Principal/Parent Notification	
	4 th offense	Referral to the Principal/Parent Notification/ Principal's Detention	
	5 th offense	Referral to the Principal/ Principal's Detention/ Parent Conference	
Littering on School Property	1 st offense	Referral to the Principal/Warning	
	2 nd offense	Referral to the Principal/ Parent Notification	
	3 rd offense	Referral to the Principal/Parent Notification/ Principal's Detention	
Offensive Language/Written/Gestures	1 st offense	Referral to the Principal/ Parent Notification	Subsequent offense may include: Referral to the Guidance Counselor
	2 nd offense	Referral to the Principal/Parent Notification/ Principal's Detention	
	3 rd offense	Referral to the Principal/ Principal's Detention/ Parent Conference	
Inappropriate Physical Contact	1 st offense	Referral to the Principal/ Parent Notification	

	2 nd offense	Referral to the Principal/Parent	Subsequent offense may include: Referral to the Guidance Counselor
	3 rd offense	Notification/ Principal's Detention	
		Referral to the Principal/ Principal's Detention Parent Conference	
Insubordination - Refusal to Hand Over Unauthorized Device to School Personnel/Elect-ronics/cell phone	1 st offense	Referral to the Principal/ Parent	
	2 nd offense	Notification/ Principal's Detention	
	Subsequent	Referral to the Principal/ Principal's Detention/ Parent Conference	
		Referral to the Principal/ISS Parent Conference	
Forging an Official Document	1 st offense	Referral to the Principal/ Parent	
	2 nd offense	Notification/ Principal's Detention	
	3 rd offense	Referral to the Principal/ Principal's Detention/ Parent Conference	
		Referral to the Principal/ISS/ Parent Conference	
Theft Personal/School Property	1 st offense	Referral to the Principal/ Parent	Police may be notified at any level of offense
	2 nd offense	Notification/ Principal's Detention	
	Subsequent	Referral to the Principal/	

		Principal's Detention/ Parent Conference	
		Referral to the Principal/ISS/ Parent Conference	
Destruction of Property/ Stealing/Arson/False Alarm	1 st offense	Up to 5 Days OSS and Restitution for Damages	Police Contacted/ Parent Notification
	2 nd and subsequent offense	Up to 10 Days OSS and Restitution for Damages	
Vandalism/Graffiti	1 st offense	Referral to the Principal/ Parent Notification/ Principal's Detention	Police may be notified at any level of offense
	2 nd offense	Referral to the Principal/ISS/ Parent Conference	Possible Restitution.
Verbally Threatening a Staff Member	1 st offense	Referral to the Principal and Guidance Counselor/ISS/ Parent Conference	Police may be notified at any level of offense
	2 nd offense	Referral to the Principal and Guidance Counselor/OSS/ Parent Conference	Subsequent offense may include: Alternate Placement
Fighting	Any offense	Referral to the Principal and Guidance Counselor/ISS/ Parent Conference	If definite self- defense is proven, only the instigator may be punished. Police may be notified. Subsequent offense may

			include: OSS or Alternative Placement
Possession of CDS	Any offense	Indefinite suspension pending assessment and referral to S.A.C.	Police will be notified. Subsequent offense may include: Alternative Placement
Sale and Distribution of CDS	Any offense	May include: 10 Day OSS/ Expulsion Referral to S.A.C. Referral to Community Agency Referral to CST Police will be notified	Seller of drugs and/or controlled dangerous substances while on school property or at school sponsored events, are to be suspended immediately pending an expulsions hearing.
Use of Controlled Substance/Pos-session/Alcohol	1 st offense 2 nd offense	Suspended pending assessment and Referral to S.A.C. 10 Days OSS and Referral to S.A.C.	Police will be notified Subsequent offense may include: Alternative Placement
Dress Code Violation (Making appropriate changes may require students to leave school with parental consent)	All 1 st offense Subsequent	Referral to the Principal/ Parent Notification/ Removal from class until change of clothes is available Warning	

		Principal's Detention	
Smoking	1 st offense	Referral to the Principal/ Parent	Police may be notified.
	2 nd offense	Notification/ Principal's Detention	Possible referral to the SAC
	3 rd offense	Referral to the Principal/ Principal's Detention/ Parent Conference Referral to the Principal/ISS/ Parent Conference	
Leaving School Grounds without Permission	Any offense	Police will be notified Referral to the Principal/ISS Parent Conference	Subsequent offense may include: Alternative Placement
Weapons/Fire-arms/Zero Tolerance	Any offense	Up to 10 Days OSS/ Parents notification/ Police complaint filed	Police charges may be filed. Possible Alternative Placement
Tardy for School		Please refer to the Elementary School K – 5 Absences and Excuses section above	Referral to the Intervention and Referral Services Committee
Cutting Detention	1 st offense	Referral to the Principal/ Parent	Subsequent offense may include: ISS and/or OSS
	2 nd offense	Notification/ 2 Principal's Detentions Referral to the Principal/ 2 Principal's Detentions/ Parent Conference	
Harassment/Intimidation/Bullying (HIB)		As indicated in Policy	

2. 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.
3. 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.
4. 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.
5. 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.

I. 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.

J. 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.

K. 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.

L. 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).

M. 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.

N. 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.

Adopted: 20 November 2014

Revised (First Reading): July 21, 2016

5200 ATTENDANCE REGULATION

A. Definitions

1. For the purposes of school attendance, a “day in session” shall be a day on which the school is open and students are under the guidance and direction of a teacher or teachers engaged in the teaching process. Days on which school is closed for such reasons as holidays, teachers’ institutes, and inclement weather shall not be considered as days in session.
2. A “school day” shall consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day of Kindergarten.
3. “A day of attendance” shall be one in which the student is present for a full day under the guidance and direction of a teacher while school is in session.
4. A “half-day class” shall be considered the equivalent of a full day’s attendance only if in session for four hours or more, exclusive of recess periods or lunch periods.

B. Attendance Recording

1. A record of the attendance of all students on roll in a school register shall be kept each day that school is in session by a teacher or other authorized person. It shall be the duty of this person to keep the attendance records according to these rules and the specific instructions issued by the Commissioner of Education.
2. No student shall be recorded as present unless the school is in session and the student so recorded is under the guidance and direction of a teacher in the teaching process.
3. A student shall be recorded as absent in the school register when not in attendance at a session of the school while a member of the school, except students excused due to religious holidays who shall be recorded as excused.
4. A student shall be recorded as either present, absent, or excused for religious observance, every day the school is in session after the student enters until the date the student is transferred to another school, transferred to an individual home instruction record, or officially leaves the school system.
5. The Commissioner 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.
6. The mere presence of a student at roll call shall not be regarded as sufficient attendance for compliance with N.J.A.C. 6A:32-8.3. In a school which is in session during both the forenoon and the afternoon, a student shall be present at least one hour during both the forenoon and the afternoon in order to be recorded as present for the full day. In a school which is in session during either the forenoon or the afternoon, a student shall be present at least two hours in the session in order to be recorded as present for the full day.
7. A student not present in school because of his/her participation in an approved school activity, such as a field trip, meeting, cooperative education assignment, or athletic competition will be considered to be in attendance.

C. Unexcused Absences That Count Toward Truancy/Excused Absences

1. “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 supported by notification to the school by the student’s parent.
2. “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:
 - Disabling illness
 - Supported by a doctor’s note
 - The student’s required attendance in court;
 - Where appropriate, when consistent with Individualized Education Programs, the Individuals with Disabilities Act, accommodation plans under 29 U.S.C. §§ 794 and 705(20), and individualized health care plans;
 - The student’s suspension from school;
 - Family illness or death
 - supported by notification to the school by the student’s parent;
 - Visits to post-secondary educational institutions;
 - Interviews with a prospective employer or with an admissions officer of an institution of higher education;
 - Examination for a driver's license;
 - Necessary and unavoidable medical or dental appointments that cannot be scheduled at a time other than the school day;
 - Take Our Children to Work Day;
 - An absence considered excused by a New Jersey Department of Education rule;
 - An absence for a reason not listed above, but deemed excused by the Principal 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;
3. “Truancy” means ten or more cumulative unexcused absences that count toward truancy of a student between the ages of six and sixteen as determined by the Board’s Attendance Policy and Regulation pursuant to N.J.A.C. 6A:16-7.6(a)4.iii. and the definition of school day pursuant to N.J.A.C. 6A:32-8.3. Any absence not listed in C.2. above shall be an unexcused absence counted toward truancy.

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

D. Notice to School of a Student's Absence

1. The parent or adult student is requested to call the school office before the start of the student's school day.
2. The parent of the student or an adult student who will attend the morning session, but will not attend the afternoon session should call or provide notice to the school office before the start of the afternoon session.
3. The parent or adult student who anticipates a future absence or anticipates that an absence will be prolonged should notify the school office to arrange make-up work.

E. Readmission to School After an Absence

1. A student returning from an absence of any length of time must provide a written statement that is dated and signed by the parent or adult student listing the reason for the absence.
2. A note explaining a student's absence for a non-communicable illness for a period of more than three school days must be accompanied by a physician's statement of the student's illness with medical clearance to return to school.
3. A student who has been absent by reason of having or being suspected of having a communicable disease must present to the school nurse written evidence of being free of communicable disease, in accordance with Policy 8451.

F. Instruction

1. Teachers shall cooperate in the preparation of home assignments for students who anticipate an excused absence. The parent or student must request such home assignments.
2. 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. The parent must request home instruction.
3. 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.
4. In general, students will be allowed a reasonable amount of time as determined by the teacher to make up missed work.
5. A student who missed a test or an exam shall be offered an opportunity to take the test, exam, or an appropriate alternate test.

G. 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 he/she has been absent for ~~sixteen~~ ~~eighteen~~ days per year (pro-rated) or more of the class sessions, whatever the reason for the absence, except that absences for the observance of a religious holiday or absences caused by a student's suspension will not count toward the total.
 - A secondary student who has been dropped from a course of study may be assigned to an alternate program.
 - A secondary student denied course credit after completing the course may be permitted to attend a credit completion session to regain the denied credit.
3. An elementary student may be retained at grade level, in accordance with Policy 5410, when he/she has been absent ~~sixteen~~ ~~eighteen~~ days per year (pro-rated) or more school days, whatever the reason for the absence, except that absences for the observance of a religious holiday and absences due to student's suspension will not count toward the total.

H. School District Response To Unexcused Absences During the School Year That Count Toward Truancy

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 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 parent;
 - 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:16-10, if a potentially 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 parent;
 - c. Evaluate the appropriateness of action taken pursuant to N.J.A.C. 6A:16-7.6(a)4.i.(3) and H.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 H.4. below;
 - (6) Proceed in accordance with N.J.S.A. 9:6-1 et seq. and N.J.A.C. 6A:16-10, 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 ten or more cumulative unexcused absences 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 H.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.
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 of Education'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 IEP, pursuant to 20 U.S.C. §§ 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 U.S.C. §§794 and 705(20); and individualized health care plan and individualized emergency healthcare plan pursuant to N.J.A.C. 6A:16-2.3(b)5.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 H.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 of Education's policies and procedures pursuant to N.J.A.C. 6A:16-7.6(a) and H.5. above and the provisions of N.J.A.C. 6A:16-7.6(a)4.ii. through iv. and H.2. through H.5. above, as appropriate.

I. Discipline

1. Students may be denied participation in co-curricular activities if the Board establishes attendance standards for participation.
2. Students may be denied participation in athletic competition if the Board establishes attendance standards for participation.
3. 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.

J. 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 and Regulation 5200.
3. A report card will record the number of times the student was absent and tardy in each marking period.

4. A student's absence for observance of a religious holiday will not be recorded as such on any transcript or application or employment form.

K. Appeal

1. Students may be subject to appropriate discipline for their school attendance record.
2. A student who has been retained at grade level for excessive absences may appeal that action in accordance with Policy 5410.
3. A 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. The student shall file a written appeal to 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 student's appeal.
 - c. If the student is not satisfied, he/she may submit a written request to the Principal for consideration by an Attendance Review Committee.
 - d. On a student's 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 student's appeal. The student's parent and teacher(s) may attend the meeting.
 - e. The Attendance Review Committee shall decide the appeal and inform the student in writing within seven school days of the meeting.
 - f. The student may appeal an adverse decision of the Attendance Review Committee to the Superintendent, the Board of Education, and the Commissioner of Education in accordance with Policy 5710, Pupil 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.

L. Loss of Credit

1. Due to cutting and / or truancy – A pupil will be denied credit in a course upon attaining three cuts in that course during the school year.
2. Due to absence- A pupil will be denied credit in a course after cumulative absences exceed ~~16~~ 18 for a full year course, 9 for a half year course, and five for a marking period course.

3. Unexcused tardiness of fifteen minutes or more will result in a full absence from that class. Excessive tardiness, twenty or more lates to school, in grades nine through twelve, may result in the loss of credit for period 1 class.

M. Vacation

1. At no time will vacation days be considered "excused" for any reason. Vacation is not considered an excused absence. Students are responsible for class work if they leave for extended periods of time.

N. College Visits

1. Absences for college visits should be limited to no more than three days. Pupils also need to present a letter from the college to the administration prior to the visit indicating the day of the visit.

O. Truancy / Class Cuts

1. Pupils will be considered cutting class or truant when they do not have permission from a teacher, administrator, parent or guardian to miss class. Pupils who cut class or are truant are not entitled to make up the work that they have missed. A total of three cuts from a class will result in loss of credit and removal from class. Furthermore, students who cut class will be disciplined according to the Student Code of Conduct.
2. Staff intervention: Following the first cut from a class by a pupil, the administration will notify the parent(s) or legal guardian(s) by letter and phone call. Parents, guardians, and pupils will be reminded of the risk of loss of credit and will be requested to have a conference with members. Continued truancy or class cutting will be reviewed by the administration and may involve further intervention by the Child Study Team, counselors, staff members, administration, and parents or guardians in order to attempt to reverse the behavior.

P. Lateness to Class

1. Lateness to any class is excused only when a pupil has a proper note from a staff member when arriving to class. A pupil is considered present in class only if he / she is sitting at a desk when class begins.
2. Time lost by unexcused lateness of three minutes or less to class will be made up by detention with individual teachers concerned. If pupils do not cooperate with this policy, they will be referred to the Vice Principal. Two unexcused tardies of more than three minutes will be recorded a cut. Pupils who cut will be disciplined according to the Student Code of Conduct.
3. If a pupil asks to leave their room and does not return within twelve minutes, he / she will receive a cut unless they return to class with a proper note from a staff member.

Q. 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 New Jersey Department of Education. The school district will comply with all attendance requirements and any improvement plans as required by the Department of Education.

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5511 DRESS CODE

A pupil's appearance or mode of dress or cleanliness will not be permitted to disrupt the educational progress or constitute a threat to health and/or safety.

Staff members will be required to alert pupils of the dress code requirements and enforce the provisions:

A. General Rules

1. Pupils are expected to be clean and well groomed in their appearance.
2. Pupils are expected to avoid extremes in appearance that are so disruptive or distracting that the reaction of other pupils is beyond normal control.
3. Dress or grooming that jeopardizes the health or safety of the pupil or of other pupils or is injurious to school property will not be tolerated.
4. Pupils are expected to wear clothing that conforms to community standards.
5. Pupils are expected to adhere to standards of cleanliness and dress that are compatible with the requirements of a good school environment.

B. Prohibited Clothing and Articles

The following garments and articles are prohibited in school and at school-sponsored indoor events:

1. Extremely low-cut, tight fitting or transparent clothes, bare midriffs, and suggestive clothing.
2. Bare feet, unsafe footwear, cleated shoes, shower sandals/flip flops. Hard soled sandals are permissible.
3. Patches and decorations that are offensive or obscene
4. Clothing that is overly soiled, torn, worn, or defaced.
5. Clothing, apparel and/or accessories which indicate affiliation with any gang associated with criminal activity or have references to alcohol or tobacco, including affiliations with drinking establishments.
6. Clothing containing profanity or sexual references or innuendoes.
7. Clothing which includes racial or ethnic violence.

8. Hats/bandannas/sweat and head bands/hoods - All head wear shall be removed when entering the building and appropriately stored in lockers or coat closets.
9. Sunglasses (unless prescription with doctor's note) – worn or carried.
10. Visible undergarments.
11. Revealing shirts, blouses, shorts, or skirts.
12. Sleeveless shirts with less than three inches in width of material on shoulder straps – Grades Kindergarten – Five.
13. Sleeveless Basketball type jerseys are permissible.
14. Pajamas, slippers, boxer shorts – except during approved pajama days.
15. Outerwear worn indoors. All outerwear shall be appropriately stored in lockers or coat closets.
16. Skirts/dresses, above fingertip length.
17. Pants/shorts worn below the hip.
18. “Skin tight” shirts, skirts or pants.
19. Ornamental decals, if they reflect a lack of modesty or lack of adherence to Federal law.
20. Shorts or skirts that do not extend to the mid-thigh of the legs.

Military insignia is prohibited by Federal law.

~~Shorts may only be worn from September 1 to November 15 and from April 1 to the close of school. Dresses, skirts or shorts must be appropriate in length. The Principal or his/her designee will determine appropriate length. The Principal or his/her designee may extend these dates on a day to day basis if weather becomes unseasonably hot.~~

Clothing Trends, Fashion Changes

In the opinion of the Student Council, when apparel changes, due to fashion and/or current trends, that might be in conflict with any of the attire restrictions, they may petition the Board of Education via the Principal and Superintendent to have the particular item approved. Such a request must be made before the beginning of the school year.

Physical Education Dress - Grades Kindergarten - Six

- Attire must be appropriate for physical education activities and non-restrictive.
- Footwear is limited to sneakers only.
- Sweatshirts and sweatpants are acceptable, especially during the fall and spring, when pupils are outdoors.
- Any ornamental accessories, jewelry (including earrings) are prohibited.

Physical Education Dress - Grades Nine - Twelve

- Attire must be appropriate for physical education activities and non-restrictive.
- Pupils must wear the following attire: white, black, orange or gray T-shirt, shorts, sweats. Sweatpants and sweatshirts are recommended for outdoor activities. Clothing must be free of any logos, team names, etc. except for the school's name.
- Hasbrouck Heights Athletic Department issued clothing is not acceptable.
- Footwear is limited to sneakers only.
- Any ornamental accessories, jewelry (including earrings) are prohibited.
- Apparel which is used for physical education classes may not be worn in regular academic classrooms including art, music or industrial art classes.

Enforcement

1. Staff members will report perceived violations of the dress code to the Principal or his/her designee, who will interpret and apply the code.
2. Pupils who publicly represent the school or a school or a school organization at an activity away from the school district are required to dress in full accordance with the reasonable expectations of the staff member in charge of the activity. Pupils unwilling to comply with this requirement will disqualify themselves from participation.
3. Pupils will not be permitted to attend a school-related function, such as a field trip, after-school activity unless they are attired and groomed in accordance with this dress code.
4. **Excessive violations of the dress code policy may result in disciplinary action.**

When in the judgment of a Principal or his/her designee, the pupil's appearance or mode of dress disrupts the educational process, or constitutes a threat to health and safety, the pupil may be required to make modifications.

Consequences For Non-Compliance – See Code of Conduct (R5600)

The Principal or his/her designee is responsible for determining the appropriateness of a pupil's attire. If a pupil is determined to be in violation of the Board policy on dress and grooming, his/her parent(s) or legal guardian(s) will be called and the pupil will be sent home to change. If it is not feasible to send the pupil home, he/she will be in school and excluded from attending classes for the remainder of the session or until appropriate attire can be brought to the school. The pupil must report to the Principal or his/her designee at the beginning of the next session prior to readmission. Any time lost due to the violation of this policy will count as an unexcused absence.

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