

FAIRFIELD BOARD OF EDUCATION

Public Work Session

Meeting Agenda

Thursday, April 25, 2024 at 6:00 PM at the Fairfield Municipal Building

MR. ANTHONY DEPASCALE, BOARD PRESIDENT, CALLED THE ROLL AT 6:00 PM:

TRUSTEE	ATTENDANCE	TRUSTEE	ATTENDANCE
Ms. Andrea Bellise-Jandoli		Ms. Angela Altaai	
Mr. Joseph Fede		Mr. Anthony DePascale	
Ms. Melinda Street			

BE IT RESOLVED that the Fairfield Board of Education meeting finds it necessary to meet in Executive Session (Closed to the Public) to discuss attorney/client privileged information, which is exempt from the Open Public Meetings Act.

ADMINISTRATION	POSITION	ATTENDANCE
Dr. Susan Ciccotelli	Superintendent of Schools	
Mrs. Kathleen Marano	Interim Business Administrator/Board Secretary	

Now, please join us for the Pledge of Allegiance.

I. RECOMMENDATION TO MOVE TO EXECUTIVE SESSION

BE IT RESOLVED that the Fairfield Board of Education hereby convenes to Executive Session for discussion of the following subjects: _____.

It is anticipated that the Executive Session will take approximately _____; the Board may take action when it reconvenes to Public Session; and the minutes of the Executive Session shall be released to the public when the reason for the Executive Session no longer exists.

EXECUTIVE SESSION

Motion to go into Executive Session to discuss personnel matters or other exceptions to the sunshine laws as follows:

1. Any matter considered confidential by federal law, state statute, or court rule;
2. Any matter in which the release of information would impair the receipt of federal funds;
3. Any material which would constitute an unwarranted invasion of individual privacy if disclosed;
4. Any collective bargaining agreements;

FAIRFIELD BOARD OF EDUCATION
Public Work Session
Meeting Agenda
Thursday, April 25, 2024 at 6:00 PM

Page 2

5. Any matter involving the purchase, lease or acquisition of real property with public funds;
6. Any tactics and techniques used in protecting the safety and property of the public;
7. Any pending or anticipated litigation;
8. Personnel matter related to the employment, appointment or termination of current or prospective employees;
9. Attorney/Client privilege.

Introduced by: _____ Seconded by: _____ Time: _____

Motion to return to open session (to be moved in Public Session):

Introduced by: _____ Seconded by: _____ Time: _____

ADJOURNMENT

There being no further business before the Board, the meeting is hereby adjourned.

Introduced by: _____ Seconded by: _____ Time: _____

ROLL CALL

Ms. Bellise-Jandoli ____ Mr. Fede ____ Ms. Street ____ Ms. Altaai ____ Mr. DePascale ____

FAIRFIELD BOARD OF EDUCATION

Meeting Agenda

Thursday, April 25, 2024

7:30 PM at the Fairfield Municipal Building

(Access livestream at www.fpsk6.org at 7:30 PM. Also available on Channel 34)

I. OPEN MEETING –PUBLIC NOTICE OF MEETING

MR. ANTHONY DEPASCALE, BOARD PRESIDENT, CALLED THE ROLL AT 7:30 PM:

TRUSTEE	ATTENDANCE	TRUSTEE	ATTENDANCE
Ms. Andrea Bellise-Jandoli		Ms. Angela Altaai	
Mr. Joseph Fede		Mr. Anthony DePascale	
Ms. Melinda Street			

The Board will reconvene from Executive Session and Mr. Anthony DePascale, Board President, will preside and call the public meeting to order at approximately 7:30 PM and will read the following announcement to those present:

The public has been duly informed of this meeting in accordance with Chapter 231 of the Public Laws of 1975 by posting, at least 48 hours in advance, a notice on the bulletin boards in Stevenson and Churchill Schools, a notice to the Township Clerk, and a notice to The Herald News and The Progress.

Now, please join us for the Pledge of Allegiance.

ADMINISTRATION	POSITION	ATTENDANCE
Dr. Susan Ciccotelli	Superintendent of Schools	
Mrs. Kathleen Marano	Interim Business Administrator/Board Secretary	

II. PUBLIC COMMENT ON: AGENDA ITEMS ONLY

Guidelines in Accordance with Policy #0164:

1. *This is not a question and answer session, but an opportunity to hear comments from the public, directed to the Board President.*
2. *Each person who wishes to make a statement must state their name and address for the record.*
3. *If it appears this portion of the meeting will last longer than 30 minutes, comments may be limited to 3 minutes each until all others have been heard. No participant may speak more than once on the same topic.*
4. *District staff members may make a statement, except when the issue addressed is subject to remediation by an existing alternate method and/or the administrative chain of command has been previously utilized.*
5. *Please be respectful of the Board, Administration, Staff, and audience members in attendance.*

**Recognition of qualifying students for the 2024 NJ Scholastic State Championships -
Rocco Albano, Blake Barreca, Joseph Dentato, Christian Garces, Dante Magno,
Giancarlo Minaya, Jaxon Perruso, Dominic and Marco Velardi**

Budget Presentation by Kathleen Marano, Interim Business Administrator

III. ENROLLMENT

Grade	Students 6/9/2023	Students 4/19/2024
Preschool Inclusive	18	17
Preschool Special Ed	18	17
Kindergarten	98	93
First	96	96
Second	86	99
Third	107	84
Fourth	106	108
Fifth	85	108
Sixth	91	86
Home Instruction	1	1
Out-of-District	2	2
Total	708	711

IV. PERSONNEL

A. Certificated Staff

1. Renewal of Non-Tenured Certificated Staff

BE IT RESOLVED that the Fairfield Board of Education, upon the recommendation of the Superintendent, approves renewal of the following certificated, non-tenured staff, as well as staff to be tenured, for the 2024-2025 school year:

Will reach tenure September 3, 2024 (24-25 SY)	Will reach tenure May 5, 2025 (24-25 SY)
Girardi, Gabriella (Started 8/31/2020)	Lazaro, Justin (Started 5/3/2021)
Goodman, Sara (Started 8/31/2020)	
Yelovich, Karissa (Started 8/31/2020)	

Will reach tenure September 2, 2025 (25-26 SY)	Will reach tenure November 30, 2026 (26-27 SY)
Biondi, Anthony (Started 9/1/2021)	Hadi, Samira (Started 11/28/2022)
Silvestri, Kyle (Started 9/1/2021)	Will reach tenure January 18, 2028 (27-28 SY)
Will reach tenure January 5, 2026 (25-26 SY)	Lagasi, Samantha (Started 1/17/2024)
Day, Gabriella (Started 1/2/2022)	Will reach tenure February 22, 2028 (27-28 SY)
Will reach tenure February 23, 2026 (25-26 SY)	Pineault Usinowicz, Nichole (Started 2/21/2024)
Prinzo, Heather (Started 2/22/2022)	Will reach tenure March 2, 2028 (27-28 SY)
Will reach tenure September 2, 2026 (26-27 SY)	Thompson, Tina (Started 3/1/2024)
Ashinsky, Jennifer (Started 9/1/2022)	Will reach tenure March 20, 2028 (27-28 SY)
Lozito, Patricia A. (Started 9/1/2022)	Kelly, Andrea (Started 3/19/2024)
Will reach tenure October 5, 2026 (26-27 SY)	Will reach tenure April 10, 2028 (27-28 SY)
Martone, Ceyla (Started 10/4/2022)	Bohr, Kaitlynn (Started 4/8/2024)
Chomyszak, Theodor (Started 10/4/2022)	

FAIRFIELD BOARD OF EDUCATION AGENDA: APRIL 25, 2024-Page 3

2. Maternity Leave of Absence

BE IT RESOLVED that the Fairfield Board of Education, upon the recommendation of the Superintendent, approves a Maternity Leave of Absence request for Melisa Locantore. Mrs. Locantore’s due date is July 14, 2024. She will begin her 12-week FMLA leave from August 29, 2024 through November 20, 2024. Mrs. Locantore plans to return for the 2025-2026 school year.

3. Approval of New Jersey Learning Acceleration Grant Tutor

BE IT RESOLVED that the Fairfield Board of Education, upon the recommendation of the Superintendent, approves Andrea Kelly as a tutor paid through the New Jersey Learning Acceleration Grant Funding.

4. Club Advisor and Revised Club Approval

BE IT RESOLVED that the Fairfield Board of Education, upon the recommendation of the Superintendent, approves the club advisor and revised club for the following position for the 2023-2024 school year, per current teachers’ contract, for a minimum of 15 sessions per year. Split position stipends will be divided evenly.

<u>Club</u>	<u>Advisor</u>
Games Club will replace TREP\$ (replacing Student Council this year) (1 at Churchill)	James Verrengia will replace Sarah Kirk

B. Non-Certificated Staff

1. Reappointment of Non-Tenured Paraprofessionals, Secretaries, and Custodians

BE IT RESOLVED that the Fairfield Board of Education, upon the recommendation of the Superintendent, approves the renewal of the following Non-Tenured Paraprofessionals, Secretaries and Custodians for the 2024-2025 school year:

<u>Paraprofessionals</u>		<u>Custodians</u>
Alatiyat, Heba	Matos, Rose	Colon, Gladys
Blum, Sharyn	Ortizzo, Kristin	Colon, Jenelee
Carroll, Lisa	Spano, Jeanney	Fedna, Carlos
Contaldi, Kathy	Straface, Kimberly	Grotz, William
Convertino, Daniela	Suhey, Tracey	Mucka, Ervis
DeStefano, Daniella		Palos, Nicholas
D’Urso, Roseanne	<u>Secretaries</u>	Woodson, Robert
Fiore, Melissa	Kadushin, Laynie	Zuk, Robert
Lozito, Patricia	Petinakis, Maria	

FAIRFIELD BOARD OF EDUCATION AGENDA: APRIL 25, 2024-Page 4

2. Reappointment of Tenured Secretary

BE IT RESOLVED that the Fairfield Board of Education, upon the recommendation of the Superintendent, approves the renewal of Jane Serpico as a Tenured Child Study Team Secretary for the 2024-2025 school year.

3. Resignations

a. BE IT RESOLVED that the Fairfield Board of Education, upon the recommendation of the Superintendent, accepts the letter of resignation from Mary Trentin, Stevenson School Playground/Cafeteria/Office Aide, retroactively to April 15, 2024.

b. BE IT RESOLVED that the Fairfield Board of Education, upon the recommendation of the Superintendent, accepts the letter of resignation from Lauren Celentano, Kindergarten Aide, effective June 19, 2024, with regret, best wishes, and appreciation for her service to the students of Fairfield.

4. Employment

BE IT RESOLVED that the Fairfield Board of Education, upon the recommendation of the Superintendent, approves Efsathia Nunez as a Stevenson School Playground/Cafeteria/Office Aide at a prorated salary of \$7,595 for the 2023-2024 school year retroactively to April 8, 2024.

BE IT FURTHER RESOLVED Mrs. Nunez will work from April 8, 2024 through April 12, 2024 at two hours per day and three hours per day from April 15, 2024 through the end of the school year.

A. Substitutes

1. BE IT RESOLVED that the Fairfield Board of Education, upon the recommendation of the Superintendent, approves the following fully-qualified substitutes for the 2023-2024 school year pending receipt of all required documentation:

Avery Lieberman	Teacher	Amy Velez	Teacher/Aide
Brianna Millstein	Teacher/Aide	Kaylin Volltrauer	Teacher/Aide

Personnel Recommendations:

Introduced by: _____ Seconded by: _____

Discussion: _____

ROLL CALL

Ms. Bellise-Jandoli _____ Mr. Fede _____ Ms. Street _____ Ms. Altaai _____ Mr. DePascale _____

V. CURRICULUM AND PROGRAM

A. 2023-2024 School Calendar Revision

Attachment A

BE IT RESOLVED that the Fairfield Board of Education, upon the recommendation of the Superintendent, approves the revisions to the 2023-2024 School Calendar to reflect Tuesday, June 18, 2024 as the last day of school. Furthermore, schools will be closed on Friday, May 24, 2024.

FAIRFIELD BOARD OF EDUCATION AGENDA: APRIL 25, 2024-Page 5

B. Professional Development Workshops

BE IT RESOLVED that the Fairfield Board of Education, upon the recommendation of the Superintendent, approves attendance at the following workshops and approves the reimbursement of registration and/or mileage, to be made, pending completion of the workshops and submission of the travel report. *Lodging will be noted separately if applicable.

<u>Staff</u>	<u>Workshop</u>	<u>Date</u>	<u>Registration</u>
Kristin Crisafi Catherine Prall	High-Impact and Engaging Routines for Phonics, Work Study, Vocabulary and Fluency (K-6) (Rutgers Center for Literacy Development)	05/21/2024 Rutgers University	\$180 each
Catherine Prall	(BER) Highly Targeted Interventions for Students Struggling with Reading	05/16/2024 Live Online Seminar	\$279
James Verrengia	(Cengage Learning) Big Ideas Math Virtual Training	Virtual June 2024	\$750 Title II

Curriculum/Program Recommendations:

Introduced by: _____ Seconded by: _____

Discussion: _____

ROLL CALL

Ms. Bellise-Jandoli _____ Mr. Fede _____ Ms. Street _____ Ms. Altaai _____ Mr. DePascale _____

VI. POLICY

A. Policy/Regulation First Reading

Attachment B

BE IT RESOLVED that the Fairfield Board of Education, upon the recommendation of the Superintendent, accepts the first reading of the following policies and regulations, as noted:

<u>Policy/Regulation #</u>	<u>Title</u>	<u>Status</u>
P 1140	Educational Equity Policies/Affirmative Action (M)	Revised
P 1523	Comprehensive Equity Plan (M)	Revised
P 1530	Equal Employment Opportunities (M)	Revised
R 1530	Equal Employment Opportunity Complaint Procedure (M)	Revised
P 1550	Equal Employment/Anti-Discrimination Practices (M)	Revised
R 2200	Curriculum Content (M)	Revised
P 2260	Equity in School and Classroom Practices (M)	Revised
R 2260	Equity in School and Classroom Practices Complaint Procedures (M)	Revised
P 2411	Guidance Counseling (M)	Revised

FAIRFIELD BOARD OF EDUCATION AGENDA: APRIL 25, 2024-Page 6

P&R 2423	Bilingual Education (M)	Revised
P&R 2431.4	Prevention and Treatment of Sports-Related Concussions and Head Injuries (M)	Revised
P 3211	Code of Ethics	Revised
P 5750	Equitable Educational Opportunity (M)	Revised
P 5755	Equity in Educational Programs and Services (M)	Abolished
P 5841	Secret Societies	Revised
P 5842	Equal Access of Student Organizations	Revised
P&R 7610	Vandalism	Revised
P 9323	Notification of Juvenile Offender Case Disposition	Revised

Policy Recommendations:

Introduced by: _____ Seconded by: _____

Discussion: _____

ROLL CALL

Ms. Bellise-Jandoli ____ Mr. Fede ____ Ms. Street ____ Ms. Altaai ____ Mr. DePascale ____

VII. BUSINESS/FINANCE OFFICE RESOLUTIONS

A. Minutes Approval

BE IT RESOLVED that the Fairfield Board of Education approves/accepts the following minutes:

March 3, 2024 Executive Session	March 16, 2024 Executive Session
March 10, 2024 Executive Session	March 17, 2024 Executive Session
March 14, 2024 Public & Executive Sessions	March 21, 2024 Executive Session

FINANCE:

B. Bills/Claims/Payrolls

BE IT RESOLVED that the Fairfield Board of Education approves the following Bills and Claims List and Payroll:

Ratify and Affirm Bills & Claims List - 3/19/2024	\$96,820.99
Ratify and Affirm Bills & Claims List - 4/12/2024	\$221,043.63
Ratify and Affirm Bills & Claims List - 4/25/2024	\$233,786.32
Ratify and Affirm March 15, 2024 Payroll	\$430,166.68
Ratify and Affirm March 29, 2024 Payroll	\$424,100.06
Ratify and Affirm April 15, 2024 Payroll	\$428,473.00

C. Transfer of Funds

Attachment C

BE IT RESOLVED that the Fairfield Board of Education authorizes the transfers in the 2023-2024 budget, per details of the Transfers Report for March 2024, per state law, for the 2023-2024 school year.

D. Secretary/Treasurer Report

BE IT RESOLVED that the Fairfield Board of Education acknowledges and accepts the reports of the Board Secretary and Treasurer of School Monies for the period of March 1, 2024 through March 31, 2024.

BE IT FURTHER RESOLVED that the financial reports for the month be accepted and shall become a part of the official minutes of this meeting.

E. Adoption of the Final Budget 2024-2025 School Year

The Superintendent recommends approval to adopt the Final Budget for SY 2024-2025:

BE IT RESOLVED that the final budget for the Fairfield Board of Education, in the County of Essex, State of New Jersey be approved for the 2024-2025 school year using the 2024-2025 school year state aid figures and the School Business Administrator/Board Secretary be authorized to submit the final budget to the Executive County Superintendent of Schools for approval in accordance with the statutory deadline, as follows:

ADOPTION OF FINAL 2024-2025 SCHOOL BUDGET

	General Fund	Special Revenues	Debt Service	Total
2024-2025 Total Expenditures	\$17,169,410	\$329,929	\$0	\$17,499,339
Less: Anticipated Revenues	\$2,785,361	\$329,929	\$0	\$3,115,290
Taxes to be Raised	\$14,384,049	\$0	\$0	\$14,384,049

BE IT FURTHER RESOLVED that the Fairfield Board of Education advertised said tentative budget in the Progress in accordance with the form suggested by the State Department of Education and according to the law; and

BE IT FURTHER RESOLVED that the Fairfield Board of Education public meeting be held at the Fairfield Municipal Building on April 25, 2024 at 7:30 PM for the purpose of conducting a public hearing on the budget for the 2024-2025 school year.

F. Appropriation of Legal Reserve

BE IT RESOLVED that the Fairfield Board of Education includes in the final budget an appropriation of surplus in the amount of \$478,352.

FAIRFIELD BOARD OF EDUCATION AGENDA: APRIL 25, 2024-Page 8

G. Adjustment for Health Care Costs

BE IT RESOLVED that the Fairfield Board of Education includes in the final budget the adjustment for increased costs of health benefits in the amount of **\$23,464**. The additional funds will be used to pay for the additional increases in health premiums.

H. Adjustment for Enrollment

BE IT RESOLVED that the Fairfield Board of Education includes in the final budget the adjustment for enrollment in the amount of **\$20,464**. The district intends to utilize this adjustment for supplies and materials necessary for the additional students.

I. Capital Reserve Withdrawal - Other Capital Projects

BE IT RESOLVED that included in the general fund appropriations, budget line 620 is a withdrawal from Capital Reserve - Other Capital Projects in the amount of \$1,201,000 for other capital project costs associated with Winston S. Churchill School (roof replacement - 3 sections and server room relocation). The total cost of this project is \$1,201,000 which represents expenditures for construction elements or projects that are in addition to the facilities efficiency standards determined by the Commissioner as necessary to achieve the New Jersey Student Learning Standards.

J. Maximum Travel

Pursuant to N.J.A.C. 6A:23A-7.3, a board of education must establish a maximum dollar limit for travel expenditure, as defined in N.J.A.C. 6A:23A-7.1 et seq.,

NOW, THEREFORE, BE IT RESOLVED that the Fairfield Board of Education approves travel and related expense reimbursements in accordance with N.J.A.C. 6A:23A-7.3, to a maximum expenditure of \$21,900 for the 2024-2025 school year.

K. Travel and Related Expense Reimbursement 2024-2025

WHEREAS, the Fairfield Board of Education recognizes school staff and Board members will incur travel expenses related to and within the scope of their current responsibilities and for travel that promotes the delivery of instruction or furthers the efficient operation of the school district; and

WHEREAS, N.J.A.C. 6A:23A Subchapter 7 requires Board members to receive approval of these expenses by a majority of the full voting membership of the Board and staff members to receive prior approval of these expenses by the Superintendent of Schools and a majority of the full voting membership of the Board; and

WHEREAS, a Board of education may establish, for regular district business travel only, an annual school year threshold of \$150 per staff member where prior Board approval shall not be required unless this annual threshold for a staff member is exceeded in a given school year (July 1 through June 30); and

WHEREAS, travel and related expenses not in compliance with N.J.A.C. 6A:23A Subchapter 7 but deemed by the board of education to be necessary and unavoidable as noted on the approved Board of Education Out-of-District Travel and Reimbursement Forms;

FAIRFIELD BOARD OF EDUCATION AGENDA: APRIL 25, 2024-Page 9

NOW, THEREFORE, BE IT RESOLVED that the Fairfield Board of Education approves all travel not in compliance with N.J.A.C. 6A:23A Subchapter 7 as being necessary and unavoidable as noted on the approved Board of Education Out-of-District Travel and Reimbursement Forms; and

WHEREAS, the Fairfield Board of Education established \$19,600 as the maximum travel amount for the current school year and has expended \$5,412 as of this date;

NOW, THEREFORE, BE IT RESOLVED that the Fairfield Board of Education approves travel and related expense reimbursements in accordance with N.J.A.C. 6A:23A-7.3, to a maximum expenditure of \$19,600 for the 2024-2025 school year.

CONTRACTS:

L. Network Infrastructure Wiring for Adlai Stevenson School for Relocation of the Board Office

BE IT RESOLVED that two proposals were received from the Technology Administrator to facilitate the transition from the business office to Adlai Stevenson School.

Eastern DataComm	\$4,991.30
JCT Solutions	\$5,800.00

BE IT RESOLVED that the Fairfield Board of Education approves the proposal for the Network Infrastructure Wiring for Adlai Stevenson School for the Relocation of the Board Office to Eastern DataComm in the amount of \$4,991.30 and this will necessitate a transfer.

M. Advertise Award of Bid - Roof Replacement at Winston S. Churchill School

WHEREAS, Bids were received and on March 26, 2024 Di Cara/Rubino Architects and the Business Administrator/Board Secretary opened six (6) Bids for the Roof Replacement at Winston S. Churchill School D/R Project No: 4265/4266.

BIDDER	TOTAL BIDS (including Alternate 1 & 2)
Arco Construction	\$567,900.00
Mak Group, LLC	\$628,558.00
Patwood Roofing Co.	\$631,280.00
Northeast Roofing Maintenance, Inc.	\$660,379.00
Galia Construction, Inc.	\$774,470.00
Laumar Roofing, Co.	\$785,000.00

BE IT RESOLVED that the Fairfield Board of Education approves the award for the Roof Replacement at Winston S. Churchill School to Arco Construction in the amount of \$567,900.00.

FAIRFIELD BOARD OF EDUCATION AGENDA: APRIL 25, 2024-Page 10

N. Electrical Panel Upgrade Project at Adlai E. Stevenson School

BE IT RESOLVED that the Fairfield Board of Education approves Vanore Electric, Inc. Change Order No: GC-02 for the installation of an emergency generator for the Electrical Upgrade at Adlai E. Stevenson School in the amount of \$14,127.65 as per architect review and district approval.

Material Costs for the installation of emergency generator (during power shutdown)	\$12,701.65
Cost for construction building permit fee	\$1,426.00
Total cost for Change Order No: GC-02	\$14,127.65

O. Award Bid for Relocation of Server Room at Winston S. Churchill School

WHEREAS, a Request for Proposal was completed and on April 17, 2024 the Business Administrator/Board Secretary received and opened one (1) proposal for the Relocation of the Server Room at Winston S. Churchill School Bid No: 00-01.

BIDDER	TOTAL BID
JCT Solutions	\$224,659.53
New Era Technology	Withdrew
Core BTS	Withdrew
Eastern DataComm	No response
Millennium, Inc.	No response
AB Contracting	No response

BE IT RESOLVED that the Fairfield Board of Education approves the award for the Relocation of Server Room at Winston S. Churchill School to JCT Solutions in the amount of \$224,659.53.

GRANT APPROVAL:

P. New Jersey Schools Insurance Group - Safety Grant Award

WHEREAS, the New Jersey Schools Insurance Group (“NJSIG”) is a school board insurance group authorized by N.J.S.A. 18A:18B-1, et seq. to provide insurance coverage and risk management services for its members; and

WHEREAS, the Fairfield Board of Education, hereinafter referred to as the “Educational Institution,” is a member of NJSIG; and

WHEREAS, in accordance with NJSIG Policy 3710, the goal of the safety grant program is to provide members the necessary resources to complete risk reduction projects and improve the safety of the population NJSIG members serve.

FAIRFIELD BOARD OF EDUCATION AGENDA: APRIL 25, 2024-Page 11

NOW, THEREFORE, BE IT RESOLVED that:

- 1) The Educational Institution applies for a safety grant through the NJSIG safety grant program for the 2024-2025 fiscal year in the amount of **\$2,129** for the purposes set forth in their safety grant application; and
- 2) The Business Administrator or their designee is hereby authorized to take all action necessary to apply for and receive a safety grant award.

OUT-OF DISTRICT TUITION/TRANSPORTATION/HOME INSTRUCTION CONTRACTS:

Q. Essex Regional Educational Services Commission (ERESC)

BE IT RESOLVED that the Fairfield Board of Education approves Essex Regional Educational Services Commission (ERESC) to provide the District with Child Study Team, Speech/Language and Home Instruction Services for the period of July 1, 2024 through June 30, 2025 at the rates listed below:

Child Study Team Services	
Social Assessment, Educational Evaluation, Psychological Evaluation, Speech Evaluation	\$463.00 per student
Bilingual Evaluation	\$578.81 per student
Physical Therapy Evaluation, Occupational Therapy Evaluation	\$520.94 per student
LDTC, Social Worker, School Psychologist	\$144.70 per meeting
Speech/Language Services	\$109.98 per hour
Home Instruction Services	\$63.68 per hour

BUILDINGS, GROUNDS AND MAINTENANCE:

R. Purchase of a Replacement Lawn Mower Tractor

BE IT RESOLVED that the Fairfield Board of Education received two quotes from the following contractors for a replacement lawn mower tractor:

Storr Tractor Company	\$13,382.36
Fairfield Power Equipment	\$14,999.00

BE IT RESOLVED that the Fairfield Board of Education approves the purchase of a lawn mower tractor for the district from Storr Tractor Company in the amount of \$13,382.36.

BE IT RESOLVED that the current pricing is through #65MCESCCPS, ESCNJ bid 22/23-12

FAIRFIELD BOARD OF EDUCATION AGENDA: APRIL 25, 2024-Page 12

BE IT FURTHER RESOLVED that the Board of Education authorizes the following transfer from account 11-000-262-100-00 for \$13,283.00 to account 12-000-261-730-00 for \$13,283.00.

S. Replacement of Control Panel for Sump Pump at Adlai E. Stevenson School

BE IT RESOLVED that the Fairfield Board of Education ratify and affirms payment for the replacement of the control panel and 4 floats for the sump pump at Adlai E. Stevenson School from Rainbow International of Fairfield in the amount of \$6,809.70.

T. Building Use Applications

BE IT RESOLVED that the Fairfield Board of Education approves the following Building Use Applications:

<u>Organization Group/Location/Purpose</u>	<u>Date and Time Slot</u>
Parent Training - Meghan Cafone Stevenson Room 30	7:00 PM to 8:30 PM Retroactively to 3/26/2024 & 5/7/2024
Corporal James High - Fairfield Police Department - LEAD Graduation Atlantic Health helicopter landing	May 20, 2024 at 11:00 AM

U. Purchase and Installation of Backstop Fencing for Fields in the Fairfield School District

BE IT RESOLVED that the Fairfield Board of Education received two quotes from the following contractors for purchase and installation of backstop fencing for fields at Adlai E. Stevenson and Winston S. Churchill Schools:

Vendor Name	Stevenson	Churchill	TOTAL
Barcia Bros. Fence Company	\$13,100	\$12,800	\$25,900
JGB Sports, LLC	\$19,760	\$18,560	\$38,320

BE IT RESOLVED that the Fairfield Board of Education approves the purchase and installation of backstop fencing for fields in the Fairfield School District from Barcia Bros. Fence Company in the amount of \$25,900 and this will necessitate a transfer.

Business/Finance Resolutions Items A-U

Introduced by: _____ Seconded by: _____

Discussion: _____

ROLL CALL

Ms. Bellise-Jandoli ____ Mr. Fede ____ Ms. Street ____ Ms. Altaai ____ Mr. DePascale ____

VIII. OLD BUSINESS

IX. NEW BUSINESS

X. COMMITTEE REPORTS

XI. PUBLIC COMMENTS: NON-AGENDA ITEMS ONLY

Guidelines in Accordance with Policy #0164:

1. *This is not a question and answer session, but an opportunity to hear comments from the public, directed to the Board President.*
2. *Each person who wishes to make a statement must state their name and address for the record.*
3. *If it appears this portion of the meeting will last longer than 30 minutes, comments may be limited to 3 minutes each until all others have been heard. No participant may speak more than once on the same topic.*
4. *District staff members may make a statement, except when the issue addressed is subject to remediation by an existing alternate method and/or the administrative chain of command has been previously utilized.*
5. *Please be respectful of the Board, Administration, Staff, and audience members in attendance.*

XII. NEXT MEETING

BE IT RESOLVED that the next meeting will be held, in person, on May 22, 2024, Public Work Session beginning at 6:00 PM followed by Executive Session with Public Session resuming at approximately 7:30 PM, at the Fairfield Municipal Building.

XIII. ADJOURNMENT

There being no further business before the Board, the meeting is hereby adjourned.

Introduced by: _____ Seconded by: _____ Time: _____

ROLL CALL

Ms. Bellise-Jandoli _____ Mr. Fede _____ Ms. Street _____ Ms. Altaai _____ Mr. DePascale _____

FAIRFIELD PUBLIC SCHOOLS
2023-2024 SCHOOL CALENDAR REVISION

DATE	DAY (S)	EVENT	STAFF INST. AIDES	STUDENTS	P/G CAFETERIA AIDES
2023					
August			1	0	0
30	Wednesday	New Teacher Orientation			
31	Thursday	First Day Meeting for Staff			
September					
1	Friday	Prep Day Staff: Early Dismissal	19	18	18
4	Monday	Labor Day-- No School			
5	Tuesday	First Day for Students			
12	Tuesday	Back to School Night: Churchill			
13	Wednesday	Back to School Night: Stevenson			
25	Monday	Yom Kippur – No School			
October			22	21	21
9	Monday	No School Students Professional Development Staff Full Day			
November			18	18	14
9-10	Thu. & Fri.	NJEA Conference – No School			
16,20,21	Thu, M & Tue	12:55 p.m. Dismissal for Conferences			
22	Wednesday	12:55 p.m. Dismissal: Students & Staff			
23-24	Thu. & Fri.	Thanksgiving Break: No School			
December	School Closed due to weather December 20 and 21, 2023		14	14	13
22	Friday	12:55 p.m. Dismissal Day: Students & Staff			
25-29	Mon. – Fri.	Winter Break: No School			
January			21	21	21
2024					
1	Monday	No School: Students and Staff			
15	Monday	MLK Day – No School Students & Staff			
February	School Closed due to weather February 13, 2024		18	18	17
16	Friday	12:55 p.m. Dismissal: Students and Staff			
19	Monday	President's Break – No School			
20	Tuesday	No School Staff and Students			
March			20	20	19
20	Wednesday	12:55 p.m. Dismissal: Students Professional Development Day Staff p.m.			
29	Friday	Good Friday: No School			
April			17	17	17
1-5	Mon – Fri.	Spring Break: No School			
May			21	21	20
23	Thursday	12:55 p.m. Dismissal Students and Staff			
24 & 27	Fri. & Monday	Memorial Day Weekend: No School			
June			12	12	9
14	Friday	12:55 p.m. Dismissal: Students			
17	Monday	12:55 p.m. Dismissal: Students			
18	Tuesday	Last Day: <u>12:55 p.m. Dismissal: Students</u> Teacher upon completion of sign out			
Total Days	<i>If more or less than 5 snow/emergency days are used, the calendar will be subject to change at the discretion of the Superintendent/Board of Education.</i>		183	180	169

APPROVED JANUARY 19, 2023, REVISION APPROVED APRIL 25, 2024 BY BOARD OF EDUCATION



**NEW JERSEY
POLICY ALERT**
Policy Alert and Support System

No. 232
February 2024

A. “Managing for Equity in Education” Policy and Regulation Guides

P 1140	Educational Equity Policies/Affirmative Action (M) (Revised)
P 1523	Comprehensive Equity Plan (M) (Revised)
P 1530	Equal Employment Opportunities (M) (Revised)
R 1530	Equal Employment Opportunity Complaint Procedure (M) (Revised)
P 1550	Equal Employment/Anti-Discrimination Practices (M) (Revised)
R 2200	Curriculum Content (M) (Revised)
P 2260	Equity in School and Classroom Practices (M) (Revised)
R 2260	Equity in School and Classroom Practices Complaint Procedure (M) (Revised)
P 2411	Guidance Counseling (M) (Revised)
P 3211	Code of Ethics (Revised)
P 5750	Equitable Educational Opportunity (M) (Revised)
P 5755	Equity in Educational Programs and Services (M) (Abolished)
P 5841	Secret Societies (Revised)
P 5842	Equal Access of Student Organizations (Revised)
P & R 7610	Vandalism (Revised)
P 9323	Notification of Juvenile Offender Case Disposition (Revised)

B. General Policy and Regulation Guide Updates

P & R 2423	Bilingual Education (M) (Revised)
P & R 2431.4	Prevention and Treatment of Sports-Related Concussions and Head Injuries (M) (Revised)



**NEW JERSEY
POLICY ALERT**
Policy Alert and Support System

This POLICY ALERT replaces and/or adds Policy and/or Regulation Guides in the following sections: 1000, 2000, 3000, 5000, 7000, and 9000.

Please note the comments below are organized as follows:

0000 NAME OF POLICY AND/OR REGULATION

This paragraph describes the reason(s) why a new or revised Policy or Regulation Guide is being proposed. Guides are categorized as **MANDATED**, **RECOMMENDED**, or **SUGGESTED**.

- Guides recommended as **MANDATED** are those Guides designated with a “M” in the upper right-hand corner and are required by Federal and/or State law; monitoring/audit requirements; agency guidance; high level of importance to a school district’s operations; and/or to protect the health and safety of students and staff.
- **RECOMMENDED** Policy and Regulation Guides are those Guides Boards should adopt based on best practices, even though not mandated.
- **SUGGESTED** Policy and Regulation Guides may be revised and adopted to meet local district needs.
- Any local revisions to **MANDATED** Guides should be reviewed by the school district to ensure any mandated provisions of these Guides are not impacted by any local revisions.

The Policy and Regulation Guides provided in this Policy Alert should be used to update the Policy and Regulation Manuals of the school district. If a district’s manual(s) contain Policy or Regulation Guides provided in this Policy Alert, they should be updated for a district’s manual(s) to remain current and in compliance with law. It does not matter whether or not the Policy or Regulation Guide is **MANDATED**, all Policies and Regulations in a district’s manual(s) that are included in this Policy Alert should be reviewed for Board adoption and inclusion in a district’s manual(s).

Subscribers to Strauss Esmay’s Policy Alert & Support System (PASS) receive new and/or revised Policy and Regulation Guides in paper copy and are available through download from Strauss Esmay’s website, www.straussesmay.com. For your convenience, the revised Policy and Regulation Guides have changes indicated by ~~strike-throughs~~ to denote required text deletions and **bolded text** to indicate new material. The **Policy Alerts** tab on Strauss Esmay’s website contains three different folders: the first titled “Alert One Word Document” with ~~strike-throughs~~ and **bolded text**; the second titled “Alert One Word Document - NO BOLDS OR STRIKES FOR EDITORS” with ~~strike-throughs~~ and **bolded text** removed for a clean document for those who use our *DISTRICTOnline* Program; and the third titled “Alert One Word Document with Letterhead”. Policy and Regulation Guides enclosed in this mailing are double sided as a paper conservation measure.



**NEW JERSEY
POLICY ALERT**
Policy Alert and Support System

A. “Managing for Equity in Education” Policy and Regulation Guides

The New Jersey State Board of Education readopted N.J.A.C. 6A:7 – Managing for Equity in Education, with revisions, including the re-titling of the chapter as “Managing for Equity in Education.” N.J.A.C. 6A:7-1.1 et seq. provides rules governing equity in educational programs to guarantee each student equal access to all educational programs, services, and benefits of their school district regardless of the student’s housing status, socioeconomic status, or immigration status, in addition to any protected category previously included in N.J.A.C. 6A:7-1.1(a). N.J.A.C. 6A:7-1.1(a) also includes the protected classes listed in New Jersey’s Law Against Discrimination (NJLAD) such as race, creed, color, national origin, ancestry, age, marital status, civil union status, domestic partnership status, affectional or sexual orientation, genetic information, pregnancy or breastfeeding, sex, gender identity or expression, religion, disability, atypical hereditary cellular or blood trait, service in the Armed Forces of the United States, or nationality.

The revised N.J.A.C. 6A:7-1.1(a) expands the list of protected categories that were previously included in N.J.A.C. 6A:7-1.1(a) and now includes the additional protected categories currently recognized in NJLAD at N.J.A.C. 10-5.1 et seq. To align directly with the revisions of N.J.A.C. 6A:7, Strauss Esmay has removed the list of all the protected categories throughout the Policy and Regulation Guides and replaced the list with the phrase “the protected categories listed at N.J.A.C. 6A:7-1.1(a).” This also avoids repeating the complete list of all the protected categories in multiple places throughout a Policy or Regulation Guide and avoids the need to revise these Policy and Regulation Guides if the list of protected classes is revised in the future.

Many of these Policy and Regulation Guides are mandated as they are required to be adopted by statute or administrative code or by the New Jersey Department of Education Comprehensive Equity Plan (CEP) Needs Assessment as required documentation or evidence to substantiate compliance with a provision in the CEP.

P 1140 - Educational Equity Policies/Affirmative Action (M) (Revised)

Most of the revisions in Policy Guide 1140 remove the list of protected categories and replace the list with the expanded list as defined in N.J.A.C. 6A:7-1.1(a). The remaining revisions are minor updates in the updated administrative code and relocate information addressing the CEP to Policy Guide 1523. The title of Policy Guide 1140 has also been updated. N.J.A.C. 6A:7-1.4(a) and the CEP – Section I. – A. require a Board Policy to substantiate compliance making Policy Guide 1140 mandated.

Policy Guide 1140 is **MANDATED**



**NEW JERSEY
POLICY ALERT**
Policy Alert and Support System

P 1523 - Comprehensive Equity Plan (M) (Revised)

The revisions to Policy Guide 1523 add requirements to the CEP. N.J.A.C. 6A:7-1.4(c) requires a district develop a CEP. The CEP – Section I. – D. requires a Board Policy to substantiate compliance making Policy Guide 1523 mandated.

Policy Guide 1523 is **MANDATED**

P 1530 - Equal Employment Opportunities (M) (Revised)

The revisions in Policy Guide 1530 remove the list of protected categories and replace the list with the expanded list as defined in N.J.A.C. 6A:7-1.1(a). The CEP – Section I. – A. and Section IV. require a Board Policy to substantiate compliance making Policy Guide 1530 mandated.

Policy Guide 1530 is **MANDATED**

R 1530 - Equal Employment Opportunity Complaint Procedure (M) (Revised)

The revisions in Regulation Guide 1530 provide some additional guidance for the complaint procedure. A complaint procedure is required. The CEP – Sections I. – A. and I. – D require a procedure to substantiate compliance making Regulation Guide 1530 mandated.

Regulation Guide 1530 is **MANDATED**

P 1550 - Equal Employment/Anti-Discrimination Practices (M) (Revised)

Most of the revisions in Policy Guide 1550 remove the list of protected categories and replace the list with the expanded list as defined in N.J.A.C. 6A:7-1.1(a). The CEP – Section I. – A. and Section IV. require a Board Policy to substantiate compliance making Policy Guide 1550 mandated.

Policy Guide 1550 is **MANDATED**

R 2200 - Curriculum Content (M) (Revised)

The only revision in Regulation Guide 2200 removes the list of protected categories and replaces the list with the expanded list as defined in N.J.A.C. 6A:7-1.1(a). The CEP – Section III. – A. requires a procedure to substantiate compliance making Regulation Guide 2200 mandated.

Regulation Guide 2200 is **MANDATED**



**NEW JERSEY
POLICY ALERT**
Policy Alert and Support System

P 2260 - Equity in School and Classroom Practices (M) (Revised)

The revisions in Policy Guide 2260 include the relocation of information addressing access to adequate counseling services to Policy Guide 2411 and also align with the recent revisions in N.J.A.C. 6A:7-1.7. The title has also been updated. The CEP – Section I. – A. requires a Board Policy to substantiate compliance making Policy Guide 2260 mandated.

Policy Guide 2260 is **MANDATED**

R 2260 - Equity in School and Classroom Practices Complaint Procedure (M) (Revised)

The revisions in Regulation Guide 2260 provide additional guidance for a person filing a complaint. A complaint procedure is required. The title has also been updated. The CEP – Sections I. – A. and I. – D. require a procedure to substantiate compliance making Regulation Guide 2260 mandated.

Regulation Guide 2260 is **MANDATED**

P 2411 - Guidance Counseling (M) (Revised)

The revisions in Policy Guide 2411 provide some additional details regarding student access to adequate counseling services. The CEP – Section III. – C. requires a Board Policy to substantiate compliance making Policy Guide 2411 mandated.

Policy Guide 2411 is **MANDATED**

P 3211 - Code of Ethics (Revised)

The only revision in Policy Guide 3211 removes the list of protected categories and replaces the list with the expanded list as defined in N.J.A.C. 6A:7-1.1(a). It is recommended a Board adopt a Code of Ethics Policy for professional educators. The Code of Ethics in Policy Guide 3211 is published by the National Education Association. A Board may consider and adopt a Code of Ethics Policy from another source or a Code of Ethics Policy it develops or revises locally.

Policy Guide 3211 is **RECOMMENDED**



**NEW JERSEY
POLICY ALERT**
Policy Alert and Support System

P 5750 - Equitable Educational Opportunity (M) (Revised)

Reference to the Amistad Commission Curriculum and the Commission on Holocaust Education curriculum has been removed from Policy Guide 5750 as these curricula are referenced in Policy Guide 2260. The other revisions in Policy Guide 5750 remove the list of protected categories and replace the list with the expanded list as defined in N.J.A.C. 6A:7-1.1(a), N.J.A.C. 6A:7-1.4(a) and the CEP – Section III. – A. require a Board Policy to substantiate compliance making Policy Guide 5750 mandated.

Policy Guide 5750 is **MANDATED**

P 5755 - Equity in Educational Programs and Services (M) (Abolished)

Policy Guide 5755 has been abolished as all of the information within Policy Guide 5755 is addressed elsewhere in Strauss Esmay Policies and Regulations. Policy Guides 1523 and 2260 address all of the requirements outlined in Policy Guide 5755 and address the district as a whole, which includes students, eliminating the need for Policy Guide 5755. Strauss Esmay recommends abolishing Policy Guide 5755 because the information within Policy Guide 5755 is redundant.

Policy Guide 5755 is **ABOLISHED**

P 5841 - Secret Societies (Revised)

The only revision in Policy Guide 5841 removes the list of protected categories and replaces the list with the expanded list as defined in N.J.A.C. 6A:7-1.1(a). Secret societies (student organizations not open to all students) are prohibited as per N.J.S.A. 18A:42-5 and a Board Policy is recommended.

Policy Guide 5841 is **RECOMMENDED**

P 5842 - Equal Access of Student Organizations (Revised)

Policy Guide 5842 has been revised to remove #3 in the list and to address staff involvement in student organizations. In light of recent United States Supreme Court decisions, Strauss Esmay recommends a district discuss this situation with their Board Attorney to determine how best to address this issue. Other revisions in Policy Guide 5842 remove the list of protected categories and replace the list with the expanded list as defined in N.J.A.C. 6A:7-1.1(a).

Policy Guide 5842 is **RECOMMENDED**



**NEW JERSEY
POLICY ALERT**
Policy Alert and Support System

P 7610 - Vandalism (Revised)

R 7610 - Vandalism (Revised)

Policy and Regulation Guides 7610 have been updated to remove the list of protected categories and replace the list with the expanded list as defined in N.J.A.C. 6A:7-1.1(a). Regulation Guide 7610 removes the specific list of violations and includes notification to law enforcement in accordance with applicable laws. Policy and Regulation Guides 7610 have also been updated to address acts of graffiti as N.J.S.A. 2C:33-10 provides for a Court to order the student to pay restitution to the district and assign community service requiring the student to remove the graffiti.

Policy Guide 7610 is **RECOMMENDED**

Regulation Guide 7610 is **RECOMMENDED**

P 9323 - Notification of Juvenile Offender Case Disposition (Revised)

Policy Guide 9323 has been updated to align with N.J.S.A. 2A:4A-60, N.J.S.A. 53:1-15, and N.J.S.A. 53:1-20.6. One of the revisions to Policy Guide 9323 involves a list of protected categories which is enumerated in N.J.S.A. 2A:4A-60, and although this list does not include all of those categories listed in N.J.A.C. 6A:7-1.1(a), Strauss Esmay believes this list still addresses equity in the schools. A confidentiality statement has been added to Policy Guide 9323.

Policy Guide 9323 is **RECOMMENDED**

B. General Policy and Regulation Guide Updates

P 2423 - Bilingual Education (M) (Revised)

R 2423 - Bilingual Education (M) (Revised)

The New Jersey State Board of Education adopted changes to N.J.A.C. 6A:15 and the requirements for Bilingual Education in public school districts. The recent amendments to N.J.A.C. 6A:15 address the services multilingual learners (previously called English language learners) need to meet or exceed the New Jersey Student Learning Standards to reach graduation and postsecondary success. The four key areas of N.J.A.C. 6A:15 with revisions are definitions, identification, organization, and additional requirements of a school district. The title has also been updated. Policy and Regulation Guides 2423 have been rewritten in order to align with the revisions to N.J.A.C. 6A:15 and should replace a Board's existing Policy and Regulation Guides 2423. Policy and Regulation Guides 2423 are mandated as stated in N.J.S.A. 18A:35-15 through 35-26.1, N.J.A.C. 6A:15-1.1, and are also a requirement in the Comprehensive Equity Plan – Section III.

Policy Guide 2423 is **MANDATED**

Regulation Guide 2423 is **MANDATED**



**NEW JERSEY
POLICY ALERT**
Policy Alert and Support System

P 2431.4 - Prevention and Treatment of Sports-Related Concussions and Head Injuries (M) (Revised)

R 2431.4 - Prevention and Treatment of Sports-Related Concussions and Head Injuries (M) (Revised)

The New Jersey Department of Education, Division of Educational Services Office of Student Support Services released a new “Model Policy and Guidance for Districts on the Prevention and Treatment of Sports-Related Head Injuries and Concussions” (Guidance). Policy and Regulation Guides 2431.4 have been rewritten to align with the provisions of the new Guidance and should replace a Board’s existing Policy and Regulation Guides 2431.4. The revisions to Policy and Regulation Guides 2431.4 are aligned with the most current recommendations developed by the Center for Disease Control and Prevention (CDC). Adoption of Policy and Regulation Guides 2431.4 will ensure a school district is in compliance with the statutory requirement to maintain a policy that is aligned to the most current recommendations developed by the CDC.

Policy and Regulation Guides 2431.4 are mandated as N.J.S.A. 18A:40-41.3 requires a school district develop a written policy for prevention and treatment of concussions and sports-related head injuries if a school district has programs of athletic competition as defined in Policy Guide 2431.4 or if a school district permits a “youth sports team organization” to use district facilities in accordance with N.J.S.A. 18A:40-41.5. Policy and Regulation Guides 2431.4 should be adopted by the Board.

Policy Guide 2431.4 is **MANDATED**
Regulation Guide 2431.4 is **MANDATED**

POLICY GUIDE

ADMINISTRATION
1140/page 1 of 3
Educational Equity Policies/Affirmative
Action Program
Feb 24
M

[See POLICY ALERT Nos. 191, 209, and 232]

1140 EDUCATIONAL EQUITY POLICIES/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 ~~educational equity policies affirmative action program~~ shall recognize and value the diversity of persons and groups within the ~~community~~ society and promote the acceptance of persons of diverse backgrounds regardless of the ~~protected categories listed at N.J.A.C. 6A:7-1.1(a) and pursuant to N.J.A.C. 6A:7-1.4(a)1~~ race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status. The ~~educational equity policies affirmative action program~~ will also promote equitable equal educational opportunity and foster a learning environment that is free from all forms of prejudice, discrimination, and harassment based upon the ~~protected categories listed at N.J.A.C. 6A:7-1.1(a) and pursuant to N.J.A.C. 6A:7-1.4(a)2~~ 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 ~~pursuant to N.J.A.C. 6A:7-1.4(b). 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~~



POLICY GUIDE

ADMINISTRATION

1140/page 2 of 3

Educational Equity Policies/Affirmative Action Program

~~an overrepresentation 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.~~

Pursuant to N.J.A.C. 6A:7-1.5, ~~t~~The Board annually 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 ~~f~~For Equality And Equity in Education. The Board shall ~~ensure~~ assure that all stakeholders know who the Affirmative Action Officer is and how to **contact the Affirmative Action Officer** ~~access him or her.~~

The Affirmative Action Officer shall have a New Jersey standard ~~certification~~ certification with an administrative, instructional, or educational services endorsement, pursuant to N.J.A.C. 6A:9B – **State Board of Examiners and Certification** ~~et seq.~~ The Affirmative Action Officer shall: coordinate the required professional development training for **all personnel certified and non-certified staff** pursuant to N.J.A.C. 6A:7-1.6; notify all students and employees of the district’s grievance procedures for handling discrimination complaints; ~~and~~ ensure the district’s grievance procedures, ~~including which include~~ investigative responsibilities and reporting information, are followed; ~~and serve as a member of the Affirmative Action Team. The Affirmative Action Officer may also serve as the school district’s Title IX Coordinator.~~

In accordance with N.J.A.C. 6A:7-1.5(a)4., ~~t~~The Affirmative Action Team shall: **include, to the extent possible, members who represent the diversity of the school district’s student population;** develop the Comprehensive Equity Plan (CEP) pursuant to N.J.A.C. 6A:7-1.4(c); oversee the implementation of the school district’s ~~CEP Comprehensive Equity Plan~~ CEP 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 **all personnel certified and non-certified staff** pursuant to N.J.A.C. 6A:7-1.6; monitor the implementation of the ~~CEP Comprehensive Equity Plan~~ CEP; 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).



POLICY GUIDE

ADMINISTRATION

1140/page 3 of 3

Educational Equity Policies/Affirmative
Action Program

In accordance with N.J.A.C. 6A:7-1.6, ~~the Board shall provide, on a continuing basis, professional development training for to all school personnel certified and non-certified school staff members on a continuing basis to identify and resolve problems associated with the student achievement and opportunity gaps and other inequities arising from prejudice on the basis of the protected categories listed at N.J.A.C. 6A:7-1.1(a) race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status. The professional development training shall be differentiated based on staff position type and shall be based on the analysis of data conducted pursuant to N.J.A.C. 6A:7-1.4(c)1. All new certified and non-certified staff members shall be provided with professional development training on educational equality and equity issues within the first year of employment. The district shall ensure that p~~Parents and other community members are aware of ~~shall be invited to participate in the professional development training provided to school district personnel regarding topics around equity. The district shall ensure all new personnel are provided within the first ninety days of employment with professional development training on educational equity issues.~~

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 ~~the protected categories listed at N.J.A.C. 6A:7-1.1(a) 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:7-1.1; 6A:7-1.3; 6A:7-1.4; 6A:7-1.5; 6A:7-1.6

Adopted:



POLICY GUIDE

ADMINISTRATION
1523/page 1 of 3
Comprehensive Equity Plan
Feb 24
M

[See POLICY ALERT Nos. 191, 209, and 232]

1523 COMPREHENSIVE EQUITY PLAN

The Board of Education shall ~~complete submit~~ a Comprehensive Equity Plan (CEP) ~~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 ~~equitable equal~~ access to educational opportunities ~~opportunity~~ for all learners, including students and teachers, ~~in accordance with the provisions of N.J.A.C. 6A:7-1.8.~~

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 recreational organization, club, athletic association, or other league or organizing group.

Pursuant to N.J.A.C. 6A:7-1.4(c), the district shall develop, once every three years, a CEP that shall identify and correct all discriminatory and inequitable educational policies, patterns, programs, and practices affecting its facilities, programs, students, and staff.

1. Prior to developing the CEP, the district shall assess its needs for achieving equity in educational activities and programs pursuant to N.J.A.C. 6A:7-1.4(c)1. The needs assessment shall identify discriminatory practices and other barriers to achieving equity in educational activities and programs, if applicable.
2. The CEP shall address:
 - a. Professional development, pursuant to N.J.A.C. 6A:7-1.6; and
 - b. Equity in school and classroom practices, educational activities, and programs pursuant to N.J.A.C. 6A:7-1.7.
3. The CEP shall include measurable and actionable goals, objectives, timelines, and benchmarks for measuring progress.



POLICY GUIDE

ADMINISTRATION
1523/page 2 of 3
Comprehensive Equity Plan

4. The Board shall submit the CEP to the Executive County Superintendent for confirmation of completion.
 - a. If the Executive County Superintendent determines that the CEP is not complete, the Board shall revise the plan in accordance with the Executive County Superintendent's instructions and shall submit to the Executive County Superintendent the revised plan within thirty days of the notification of incompleteness.

Pursuant to N.J.A.C. 6A:7-1.8(c), the CEP Comprehensive Equity Plan shall include the following:

1. An assessment of the school district's needs for achieving equity in educational activities and 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; multilingual learner status; homeless status; 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; attendance data; and re-examination and re-evaluation of classification and placement process of students in special education programs if there is disproportionality overrepresentation within a certain groups;
2. A description of how other Federal, State, and district policies, programs, and practices are aligned to the CEP Comprehensive Equity Plan;
3. Progress targets for closing the achievement and opportunity gaps;
4. Professional development targets regarding the knowledge and skills needed to provide a thorough and efficient education as defined by the New Jersey Student Learning Standards (NJSLS), Core Curriculum Content Standards; differentiated instruction and formative assessments aligned to the NJSLS, Core Curriculum Content Standards; and professional standards for teachers and school leaders high expectations for teaching and learning; and



POLICY GUIDE

ADMINISTRATION
1523/page 3 of 3
Comprehensive Equity Plan

5. Annual targets **that address** addressing district needs in equity in school and classroom practices **and that** are aligned to professional development targets.

~~The A Comprehensive Equity Plan shall be written every three years and the Board of Education shall implement initiate the CEP Comprehensive Equity Plan within sixty days of the Executive County Superintendent's certification of completion its approval and shall implement the plan in accordance with the timelines approved by the New Jersey Department of Education.~~

~~If In the event the Board of Education does not implement the CEP Comprehensive Equity Plan within sixty one hundred eighty days of the Executive County Superintendent's certification of completion its approval date, or fails to report its progress annually, 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:7-1.1; 6A:7-1.3; 6A:7-1.4; 6A:7-1.79; 6A:7-1.8

Adopted:



POLICY GUIDE

ADMINISTRATION
1530/page 1 of 2
Equal Employment Opportunities
Feb 24
M

[See POLICY ALERT Nos. 191, 209, and 232]

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 **discriminating on the basis of any of** ~~regard to the protected categories listed at N.J.A.C. 6A:7-1.1(a) 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 will conform to the guidelines of the New Jersey Division of Civil Rights.

The Board will use equitable **hiring** practices that **correct prevent** imbalance and isolation based on **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a) 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 **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a) 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.



POLICY GUIDE

ADMINISTRATION

1530/page 2 of 2

Equal Employment Opportunities

The Board shall not enter into ~~or maintain~~ a contracts with a persons, ~~agencies~~ ~~agency~~, or organizations that discriminates in employment ~~practices~~ or in the provision of benefits or services, on the basis of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~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 Ppolicy.

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

N.J.S.A. 10:5-4; 10:5-12;

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:7-1.3 6A:7-1.8~~

Adopted:



POLICY GUIDE

ADMINISTRATION
1550/page 1 of 2
Equal Employment/Anti-Discrimination Practices
Feb 24
M

[See POLICY ALERT Nos. 191, 209, 215, and 232]

1550 EQUAL EMPLOYMENT/ANTI-DISCRIMINATION 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 school district employment practices and shall systematically monitor school district procedures to ensure continuing compliance with **current Federal and State** anti-discrimination laws and regulations.

The Board will ensure all persons regardless of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~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 **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~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. In addition, the Board will encourage minority businesses, women's business enterprises, and labor surplus area firms to submit bids to be considered for the awarding of contracts.

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



POLICY GUIDE

ADMINISTRATION

1550/page 2 of 2

Equal Employment/Anti-Discrimination Practices

The Board shall ensure equal pay for equal work among members of the school district's staff, regardless of **the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~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.S.A. 10:5-4; 10:5-12

N.J.A.C. 6A:7-1.1 et seq.; 6A:7-1.3 ~~6A:7-1.8~~

Adopted:



POLICY GUIDE

PROGRAM
2260/page 1 of 4
Equity in Affirmative Action Program for School
and Classroom Practices
Feb 24
M

[See POLICY ALERT Nos. 191, 209, and 232]

2260 EQUITY IN AFFIRMATIVE ACTION PROGRAM FOR SCHOOL AND CLASSROOM PRACTICES

The Board of Education shall provide **all students with equitable** equal and bias-free access ~~for all students~~ to all school facilities, courses, programs, activities, and services, regardless of **the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~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, **within each school**, minority representation ~~within each school, that 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 **a representative racial balance**, ~~that which~~ is feasible and consistent with sound educational values and procedures;
3. Utilizing, **on an annual basis**, a State-approved English language proficiency assessment **that evaluates a student's English language proficiency on the four domains of listening, speaking, writing, and reading** ~~measure on an annual basis~~ for determining the **eligibility and placement** ~~special needs~~ of students who may be identified as **multilingual English language learners** ~~and their progress in learning English~~ pursuant to N.J.A.C. 6A:15-1.3(a)**3.(b)**;
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



POLICY GUIDE

PROGRAM

2260/page 2 of 4

Equity in Affirmative Action Program for School
and Classroom Practices

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.~~
 - a. **If excluded, the student shall be provided with equivalent and timely instruction that may include home instruction, without prejudice or penalty.**

Pursuant to N.J.A.C. 6A:7-1.7(b), ~~t~~The Board of Education shall ensure that the district's curriculum and instruction are aligned to the **New Jersey Student Learning Standards (NJSLS)**. ~~State's Core Curriculum Content Standards and~~ **The Board also shall ensure its curriculum and instruction address the elimination of discrimination by narrowing the achievement and opportunity gaps, by providing equity in educational activities and programs, and by providing opportunities for students to interact positively with others regardless of the protected categories listed at N.J.A.C. 6A:7-1.1(a) 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 **the protected categories listed at N.J.A.C. 6A:7-1.1(a) 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 **the protected categories listed at N.J.A.C. 6A:7-1.1(a) race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status;**



POLICY GUIDE

PROGRAM

2260/page 3 of 4

Equity in Affirmative Action Program for School
and Classroom Practices

- a. Portions of classes ~~that which~~ deal exclusively with human sexuality may be conducted in separate developmentally appropriate sessions **based on gender identity for male and female students**, provided that the course content for such separately conducted sessions is the same.
3. **Increasing and promoting equitable representation** ~~Reducing or preventing the underrepresentation of all 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 **ensuring** that students understand the basic tenet of multiculturalism;
5. Ensuring **the Amistad Commission Curriculum** ~~that African American history, as well as the history of other cultures, is infused into the curriculum and is 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 **the Commission that instruction on the Holocaust Education curriculum 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; and-
7. Ensuring all curricular requirements pursuant to N.J.A.C. 6A:8 and the NJSLS are taught, including any curriculum developed concerning any of the protected categories listed at N.J.A.C. 6A:7-1.1(a) or curriculum developed by any commissions constituted for the development of curriculum concerning any of the protected categories listed at N.J.A.C. 6A:7-1.1(a).

~~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,~~



POLICY GUIDE

PROGRAM

2260/page 4 of 4

Equity in Affirmative Action Program for School and Classroom Practices

~~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 **is in a equitable, co-educational setting that is developmentally appropriate, and does do not discriminate on the basis of the protected categories listed at N.J.A.C. 6A:7-1.1(a) 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. **The A school within the school** district may choose to operate separate teams **based on sex for both genders** in one or more sports or single teams open competitively to members of **all sexes both genders, as so long as the athletic program as a whole provides equal opportunities for students of all sexes 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:7-1.1; 6A:7-1.3; 6A:7-1.7

Adopted:



POLICY GUIDE

PROGRAM
2411/page 1 of 2
Guidance Counseling
Feb 24
M

[See POLICY ALERT Nos. 209 and 232]

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 be conducted entirely by teaching staff members certified as guidance personnel.

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 parents and shares parents' 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. **Ensures all students have access to adequate and appropriate counseling services, pursuant to N.J.A.C. 6A:7-1.7(c).**
 - a. **When informing students about possible careers or professional or vocational opportunities, the Board shall not restrict or limit the options presented to students on the basis of the protected categories listed at N.J.A.C. 6A:7-1.1(a).**



POLICY GUIDE

PROGRAM
2411/page 2 of 2
Guidance Counseling

- b. **The Board shall not use tests or guidance or counseling materials that are biased or stereotyped on the basis of the protected categories listed at N.J.A.C. 6A:7-1.1(a); and**

~~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, gender, gender identity or expression, 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:7-1.1; 6A:7-1.3; 6A:7-1.7; 6A:8-3.2

Adopted:



POLICY GUIDE

PROGRAM
2423/page 1 of 4
Bilingual and ~~ESL~~ Education
Feb 24
M

[See POLICY ALERT Nos. 187, 191, 209, 229, and 232]

2423 BILINGUAL AND ~~ESL~~ EDUCATION

The Board of Education will provide programs of bilingual education, English as a second language (ESL), and culturally and linguistically responsive, researched-based, and effective language instruction educational programs (LIEP) to all multilingual learners (ML) as required by law and rules of the New Jersey State Board of Education. MLs are those students whose primary language is not English and who have 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 pursuant to N.J.S.A. 18A:35-15 through 18A:35-26.1 and N.J.A.C. 6A:15-1.1 et seq.

The school district shall use, at the time of enrollment, the multi-step process to identify MLs enrolled in the district in accordance with N.J.A.C. 6A:15-1.3. The district shall administer to each student enrolled in the district the Statewide home-language survey (HLS) to determine which students in preschool to twelfth-grade have a primary language(s) other than English and, therefore, may be a ML.

The district shall then determine the English language proficiency of all Kindergarten to twelfth-grade students who are found eligible through N.J.A.C. 6A:15-1.3(a)1 or (a)2 and whose primary language is other than English by administering an English language proficiency (ELP) assessment. Students who do not meet the New Jersey Department of Education (Department)-established cut score standard on the ELP assessment shall be considered MLs and shall be offered entry into the district's LIEP. Preschool students who are identified as having a primary language other than English shall be identified as MLs. Prior to the start of their Kindergarten year, the district shall administer an ELP assessment to preschool MLs as part of the screener process to determine the ML's English language proficiency level. The district shall also use age-appropriate methodologies to identify preschool MLs to determine their individual language development needs.

The district shall provide to all preschool to twelfth-grade MLs enrolled in the district pursuant to N.J.S.A. 18A:7F-46 and N.J.S.A. 18A:7F-54 with equal educational opportunities and all educational activities and programs in accordance with the provisions of N.J.A.C. 6A:15-1.4.



POLICY GUIDE

PROGRAM
2423/page 2 of 4
Bilingual and ESL Education

The school district providing a LIEP shall submit a plan every three years to the Department in accordance with the provisions of N.J.A.C. 6A:15-1.5.

Students enrolled in a LIEP shall have equal educational opportunities, including full access to educational opportunities and services available to other students in the school district pursuant to N.J.A.C. 6A:15-1.6.

As part of the district- and school-level plans for professional development requirements pursuant to N.J.A.C. 6A:9C-4.2, the Board shall describe professional learning for bilingual, ESL, and academic content teaching staff members whose classroom instruction is in English; administrators who supervise bilingual/ESL programs; and administrators and any personnel who observe and evaluate teaching staff members of MLs in accordance with the provisions of N.J.A.C. 6A:15-1.7.

All teachers of bilingual programs shall hold a valid New Jersey instructional certificate with an endorsement for the appropriate grade level and/or academic content area and a standard certificate with a bilingual/bicultural education endorsement, pursuant to N.J.S.A. 18A:6-38 et seq., N.J.S.A. 18A:35-15 to 26, and N.J.A.C. 6A:9B-11.5 in accordance with the provisions of N.J.A.C. 6A:15-1.8.

Students identified as MLs shall be assessed annually using English Language Placement (ELP) assessments to measure the progress toward English language proficiency and to determine readiness for exiting the LIEP in accordance with the provisions of N.J.A.C. 6A:15-1.9. Students who meet the criteria for Statewide alternate assessments, pursuant to N.J.A.C. 6A:14-4.10(a)2., shall be assessed annually using an alternate ELP assessment. Every student participating in a bilingual, ESL, or English language services program established pursuant to N.J.S.A. 18A:35-15 et seq. shall be entitled to continue such participation for a period of three years pursuant to N.J.S.A. 18A:35-19.

MLs enrolled in the LIEP shall be placed in a classroom(s) where the primary language of instruction is English when the ML has demonstrated readiness to exit a LIEP first by achieving the Department-established cut score on an ELP or alternate ELP assessment. The student's readiness shall be further assessed by the use of a Department-established English language observation form that considers, at a minimum: classroom performance; the student's reading level in English; the observations of the teaching staff members responsible for the educational program of the student; and performance on achievement tests in English.



POLICY GUIDE

PROGRAM
2423/page 3 of 4
Bilingual and ESL Education

In accordance with the provisions of N.J.S.A. 18A:35-22.1, a parent 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, a parent may only remove the student at the end of each school year.

If a parent wishes to remove the student prior to the end of each school year, the removal shall be approved by the Executive County Superintendent. If the Executive County Superintendent determines the student should remain in the bilingual education program until the end of the school year, the parent may appeal the Executive County Superintendent's decision to the Commissioner of Education or designee pursuant to the provisions of N.J.S.A. 18A:35-19.2.

Newly exited students who are not academically progressing in classes where English is the primary language of instruction may be considered for reentry to a LIEP in accordance with the provisions of N.J.A.C. 6A:15-1.9(g)1 through (g)5.

All MLs shall satisfy requirements for high school graduation pursuant to N.J.A.C. 6A:8-5.1(a) and Policy 5460 in accordance with the provisions of N.J.A.C. 6A:15-1.10.

All Kindergarten through twelfth-grade LIEPs shall be conducted within classrooms within the school district pursuant to N.J.S.A. 18A:35-20 in accordance with the provisions of N.J.A.C. 6A:15-1.11.

The parent of a ML shall be notified in accordance with the provisions of N.J.A.C. 6A:15-1.12 that their child has been identified as eligible for placement in a LIEP. Notice shall be in writing and in the language in which the parent possesses a primary speaking ability, and in English. The notice must also include the provisions detailed at N.J.A.C. 6A:15-1.12(b). Progress reports shall be written in English and in the primary language spoken by the parent of students enrolled in the LIEP.

Pursuant to N.J.A.C. 6A:15-1.13, with approval of the Executive County Superintendent on a case-by-case basis, the Board may join with another district Board to provide a LIEP and an individualized learning opportunity, pursuant to N.J.A.C. 6A:8-5.1(a)2, to a ML who chooses to utilize it to meet the 120-credit graduation requirement, in whole or in part.



POLICY GUIDE

PROGRAM
2423/page 4 of 4
Bilingual and ~~ESL~~ Education

The Superintendent or designee shall provide for the maximum practicable engagement of the parent of MLs in the development and review of program objectives and dissemination of information to and from the Boards and communities served by the LIEP in accordance with the provisions of N.J.A.C. 6A:15-1.14. With the exception of a Board implementing an English language services or ESL program, each Board implementing a LIEP shall establish a parent advisory committee on bilingual education of which the majority membership shall be the parents of MLs.

N.J.S.A. 18A:35-15 through 18A:35-26.1
N.J.A.C. 6A:14-4.10; 6A:15-1.1 et seq.

Adopted:



POLICY GUIDE

PROGRAM
2431.4/page 1 of 3
Prevention and Treatment of Sports-Related
Concussions and Head Injuries
Feb 24
M

[See POLICY ALERT Nos. 190, 194, 197, and 232]

2431.4 PREVENTION AND TREATMENT OF SPORTS-RELATED CONCUSSIONS AND HEAD INJURIES

A concussion is a traumatic brain injury caused by a blow or motion to the head or body that disrupts the normal functioning of the brain and can cause significant and sustained neuropsychological impairments including, but not limited to, problem solving, planning, memory, and behavioral problems. In order to ensure safety, it is imperative that student-athletes participating in a program of athletic competition, coaches, and parents are educated about the nature and treatment of sports-related concussions and other head injuries. Allowing a student-athlete to return to a program of athletic competition before recovering from a concussion increases the chance of a more serious brain injury.

This Policy and Regulation 2431.4 are consistent with the requirements of N.J.S.A. 18A:40-41.1 et seq., the New Jersey Department of Education Model Policy and Guidance for Districts on the Prevention and Treatment of Sports-Related Head Injuries and Concussions, and the recommendations developed by the Center for Disease Control and Prevention (CDC).

For the purpose this Policy and Regulation 2431.4, “program of athletic competition” shall include any competition or practice in high school interscholastic athletic programs, middle school interscholastic athletic programs where school teams or squads play teams or squads from other school districts, intramural athletic programs within a school or among schools in the district, and any cheerleading program or activity in the school district.

For the purpose of this Policy and Regulation 2431.4, “student-athlete” shall mean any student enrolled in a public or nonpublic school in New Jersey who is a participant in a program of athletic competition organized by the school district.

The staff member supervising the program of athletic competition shall take steps to prevent concussions and head injuries; ensure student-athletes have appropriate supervision and safety equipment; and ensure student-athletes avoid unsafe conditions.



POLICY GUIDE

PROGRAM

2431.4/page 2 of 3

Prevention and Treatment of Sports-Related
Concussions and Head Injuries

School staff members supervising programs of athletic competition; licensed athletic trainers; nurses; and school/team physicians shall be trained on the possible signs or symptoms of a concussion. Any possible signs or symptoms of a concussion shall be reported by the student-athlete or an observer to the staff member supervising the program of athletic competition; athletic trainer; school/team physician; school nurse; and/or parent.

The district will adopt an Interscholastic Head Injury Training Program to be completed by the school/team physician, licensed athletic trainer, coaches, and other appropriate district personnel pursuant to N.J.S.A. 18A:40-41.2.

Pursuant to N.J.S.A. 18A:40-41.4, a student-athlete who participates in a program of athletic competition and who sustains or is suspected of having sustained a concussion or other head injury while engaged in a program of athletic competition shall be immediately removed from the program of athletic competition by the staff member supervising the program or athletic competition. A student-athlete who was removed from a program of athletic competition shall not participate in further programs of athletic competition until the student-athlete: is examined by a physician or other licensed healthcare provider trained in the evaluation and management of concussions; receives written medical clearance from a physician trained in the evaluation and management of concussions to return to a program of athletic competition; and progresses through the steps outlined in the CDC's Six-Step Return to Play Progression. The student-athlete's written medical clearance shall be reviewed and approved by the school physician.

School personnel shall contact the parent of a student-athlete to inform them of a suspected sports-related concussion or head injury as soon as possible after the incident. School personnel shall provide the parent with a checklist or copy of the return to play protocols outlined in this Policy and Regulation 2431.4.

The student-athlete may not begin the CDC's Six-Step Return to Play Progression until the student-athlete receives a medical examination, provides the required written medical clearance, and the medical clearance is approved by the school physician.

Some symptoms may require immediate medical treatment. Emergency medical responders (911) shall be called if the student-athlete is experiencing a deterioration of symptoms; loss of consciousness; direct neck pain associated with the injury; or any other symptom that may require immediate medical treatment.



POLICY GUIDE

PROGRAM

2431.4/page 3 of 3

Prevention and Treatment of Sports-Related
Concussions and Head Injuries

The district will provide temporary supports to a student-athlete that has sustained a concussion or other head injury.

The Commissioner of Education and Commissioner of Health educational fact sheet that provides information concerning the use and misuse of opioid drugs in the event a student-athlete is prescribed an opioid for a sports-related injury shall be provided to the parents of student-athletes. The district shall obtain a signed acknowledgement of receipt by the student-athlete and their parent in accordance with the provisions of N.J.S.A. 18A:40-41.10.

The Board shall review this Policy and Regulation 2431.4 annually and update as necessary to ensure it reflects the most current information available on the prevention, risk, and treatment of sports-related concussions and head injuries pursuant to N.J.S.A. 18A:40-41.3.

The district shall provide a copy of this Policy and Regulation 2431.4 to all youth sports team organizations that operate on school grounds. In accordance with the provisions of N.J.S.A. 18A:40-41.5, the district shall not be liable for the injury or death of a person due to the action or inaction of persons employed by, or under contract with, a youth sports team organization that operates on school grounds, if the youth sports team organization provides the school district proof of an insurance policy of an amount of not less than \$50,000 per person, per occurrence insuring the youth sports team organization against liability for any bodily injury suffered by a person and a statement of compliance with this Policy and Regulation 2431.4.

Pursuant to N.J.S.A. 18A:40-41.5 and for the purpose of this Policy, a “youth sports team organization” means one or more sports teams organized pursuant to a nonprofit or similar charter or which are member teams in a league organized by or affiliated with a county or municipal recreation department.

New Jersey Department of Education Model Policy and Guidance for Districts on the Prevention and Treatment of Sports-Related Head Injuries and Concussions – August 2023

N.J.S.A. 18A:40-41.1; 18A:40-41.2; 18A:40-41.2a;
18A:40-41.3; 18A:40-41.3a; 18A:40-41.4;
18A:40-41.5

Adopted:



POLICY GUIDE

TEACHING STAFF MEMBERS

3211/page 1 of 3

Code of Ethics

Feb 24

[See POLICY ALERT No. 232]

3211 CODE OF ETHICS

The Board of Education endorses the code of ethics for professional educators published by the National Education Association (NEA).

Preamble

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nature of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues;[;] of students;[;] of parent(s) ~~or legal guardian(s)~~[;] and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than one specifically designated by the NEA or its affiliates.

Principle I – – Commitment to the Student

The educator strives to help each student realize **their** ~~his/her~~ potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:–

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.



POLICY GUIDE

TEACHING STAFF MEMBERS
3211/page 2 of 3
Code of Ethics

2. Shall not unreasonably deny the student access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not, on the basis of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation~~, unfairly:—
 - a. Exclude any student from participation in any program;
 - b. Deny benefits to any student; or
 - c. Grant any advantage to any student.
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law.

Principle II – – Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards to promote a climate that encourages the exercise of professional judgment, to achieve conditions which attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.



POLICY GUIDE

TEACHING STAFF MEMBERS

3211/page 3 of 3

Code of Ethics

In fulfillment of the obligation to the profession, the educator:--

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent ~~their his/her~~ professional qualifications.
3. Shall not assist entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a non-educator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions.

N.J.A.C. 6A:7-1.1; 6A:7-1.3

Adopted:



POLICY GUIDE

STUDENTS

5750/page 1 of 2

Equitable ~~Equal~~ Educational Opportunity

Feb 24

M

[See POLICY ALERT Nos. 209 and 232]

5750 EQUITABLE ~~EQUAL~~ EDUCATIONAL OPPORTUNITY

The Board of Education **will ensure** ~~directs that~~ all students enrolled in the schools of this district shall be afforded **an equitable** ~~equal~~ educational **opportunity** ~~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 **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation, gender, gender identity or expression, 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 **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability:~~

1. School climate/learning environment;
2. Courses of study, including ~~p~~Physical ~~e~~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; and
8. Testing and other assessments.



POLICY GUIDE

STUDENTS

5750/page 2 of 2

Equitable ~~Equal~~ Educational Opportunity

~~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 genocide.~~

Affirmative action shall be taken to ensure that students are protected from the effects of discrimination, in accordance with Policy 2260. Students who experience less than equal educational opportunities or experience discrimination shall use the procedure established by Regulation 5750 to report and/or 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 **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation, gender, gender identity or expression, 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 Ppolicy.

42 U.S.C.A. 12101

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

N.J.S.A. 18A:4A-1 et seq.; 18A:6-5 et seq.; 18A:36-20

~~N.J.S.A.~~

N.J.A.C. 6A:7-1.1 ~~et seq.~~; 6A:7-1.3; 6A:14-1.2

Adopted:



POLICY GUIDE

STUDENTS
5841/page 1 of 1
Secret Societies
Feb 24

[See POLICY ALERT No. 232]

5841 SECRET SOCIETIES

The Board of Education ~~prohibits certain~~ affirms the legislative prohibition of student organizations ~~declared harmful as defined in N.J.S.A. 18A:42-5 and 18A:42-6 with closed membership practices as hostile to the democratic ideals of public education.~~

No ~~student social~~ organization ~~of students~~ will be granted the use of school facilities or permitted the use of the name of the school or this school district unless that organization has first been approved by the **Principal or designee** _____. The application for such approval will set forth the purposes, constitution, and bylaws of the organization; its membership qualifications; and the process by which a person becomes a member.

No ~~student~~ organization will be approved if its purposes conflict with the authority and goals of this Board or the best interests of the students of this district; if membership is drawn from outside the currently enrolled student body; if membership qualifications are based on considerations of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation or sex, social or economic status, disability or political beliefs,~~ or any other consideration not appropriate to the purpose of the organization; or if any qualifying student who applies may be denied membership.

Nothing in this Ppolicy shall prevent or otherwise deny participation in constitutionally protected prayer consistent with protections of the First Amendment of the United States Constitution.

A student who seeks to form or is a member of a fraternity, sorority, or other secret organization formed in whole or in part of students enrolled in this district may be disciplined by this Board. The Board reserves the right to require that any student attest as to **their** ~~his/her~~ membership in a secret organization.

N.J.S.A. 18A:42-5; 18A:42-6
N.J.A.C. 6A:7-1.1; 6A:7-1.3

Adopted:



POLICY GUIDE

STUDENTS
5842/page 1 of 2
Equal Access of Student Organizations
Feb 24

[See POLICY ALERT No. 232]

5842 EQUAL ACCESS OF STUDENT ORGANIZATIONS

The Board of Education will permit the use of school facilities by student-initiated organizations for non-curricular student activities. A student-initiated organization, regardless of the size of the group, will not be denied an opportunity to meet and use school facilities on the basis of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a) or the religious, political, philosophical, or other content of the speech at their meeting.**

An application for permission to meet on school premises shall be made to the **Principal or designee _____**, who shall grant permission provided it is that he/she determined that:

1. The activity has been initiated by students;
2. Attendance at the meeting is voluntary;
3. ~~No agent or employee of the district will promote, lead, or participate in the meeting;~~
34. The meeting is for a lawful purpose;
45. The meeting does not materially and substantially interfere with the orderly conduct of instructional activities in the school;
56. Nonschool persons do not direct, conduct, control, or regularly attend the activity; and
67. The activity is adequately supervised by appropriately certified school district staff.

A student-initiated group granted permission to meet on school premises shall be subject to the same rules and regulations that govern the meetings of student organizations sponsored by this Board, except as provided by this Ppolicy.



POLICY GUIDE

STUDENTS

5842/page 2 of 2

Equal Access of Student Organizations

Participation in a student-initiated meeting must be available to all students who wish to attend and cannot be denied on the basis of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~a student's race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation or sex, social or economic status, or disability~~. The Board will not permit the organization of a fraternity, sorority, or secret society **in accordance with N.J.S.A. 18A:42-5 and 18A:42-6**. ~~A student-initiated meeting may be attended by no more than _____ outside resource person(s).~~

Access to school facilities by student organizations will be provided within the governing principles of the First Amendment of the Constitution of the United States.

School district staff involvement in student organizations shall be in accordance with the governing principles of the First Amendment of the Constitution of the United States.

An appropriately certified staff member shall be assigned to attend a student-initiated meeting in a custodial capacity and shall not participate in the activity while serving in this custodial capacity. No teaching staff member shall be **required** ~~compelled~~ to attend a student-initiated meeting if the content of the speech at the meeting is contrary to **their** ~~his/her~~ beliefs.

The ~~Building~~ Principal **or designee** may take such actions as may be necessary to maintain order and discipline on school premises and to protect the safety and well-being of students and staff members.

20 U.S.C.A. 1701 et seq.

United State Department of Education – Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools

N.J.A.C. 6A:7-1.1; 6A:7-1.3

Adopted:



POLICY GUIDE

PROPERTY
7610/page 1 of 2
Vandalism
Feb 24

[See POLICY ALERT No. 232]

7610 VANDALISM

The Board of Education believes that all school district property should be respected and all persons who use or have access to school district property should respect such property and take pride in the institutions of this community and the schools of this district.

Any person who purposely or knowingly damages school district property or damages school district property recklessly or negligently in the employment of fire, explosives, or another dangerous means listed in accordance with N.J.S.A. 2C:17-2 or purposely or recklessly tampers with the tangible property of the school district so as to endanger school district property shall be reported to the appropriate law enforcement agency. Pursuant to N.J.S.A. 18A:37-3, the parent(s) of any minor who shall injure any public or nonpublic school property shall be liable for damages for the amount of injury to be collected by the Board or the owner of the premises in any Court of competent jurisdiction, together with costs of suit ~~Where the damage to district property is more than minimal or has been caused by a student or a minor not a student of this district, the Board will hold liable for the amount of the damage the parent(s) or legal guardian(s) having legal custody and control of the minor responsible for the damage.~~

A person convicted of an offense of criminal mischief that involves an act of graffiti may, in addition to any other penalty imposed by the Court, ~~will be required to pay reimburse~~ the school district monetary restitution in the amount of the pecuniary damage caused by the act of graffiti ~~the cost of damages and may be required to perform community service, which may include removing the graffiti from the property, in accordance with N.J.S.A. 2C:17-3.c. the law.~~ If community service is ordered by the Court, it shall be for either not less than twenty days or not less than the number of days necessary to remove the graffiti from the property ~~In addition, the courts may suspend or postpone driving privileges of any person, at least thirteen and under eighteen years of age, if convicted of an act of graffiti.~~



POLICY GUIDE

PROPERTY
7610/page 2 of 2
Vandalism

A person who purposely defaces or damages district property with any symbol that exposes persons to violence, contempt, or hatred on the basis of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation or sex, social or economic status, or disability~~ **is may have committed guilty** of a crime and shall be reported to the appropriate law enforcement agency in accordance with Policy and Regulation 8465, N.J.A.C. 6A:16-6.3, and the Memorandum of Agreement with Local Law Enforcement.

The Board may also report to the appropriate law enforcement agencies any person whose vandalism of school property is serious or chronic.

~~The Superintendent shall develop regulations to implement this policy and to protect textbooks, school equipment, and school facilities from undue wear, damage, or loss.~~

N.J.S.A. 2C:33-10 et seq.
N.J.S.A. 18A:34-2; 18A:37-3
N.J.A.C. 6A:7-1.1; 6A:7-1.3; 6A:16-6.3

Adopted:



POLICY GUIDE

COMMUNITY

9323/page 1 of 3

Notification of Juvenile Offender Case Disposition

Feb 24

[See POLICY ALERT No. 232]

9323 NOTIFICATION OF JUVENILE OFFENDER CASE DISPOSITION

School Principals have a need to receive and have access to juvenile justice proceedings involving juveniles who are registered students in the school building. The school Principal or **designee** shall have access to information relating to juvenile justice proceedings in accordance with N.J.S.A. 2A:4A-60.

The school Principal or **designee**, on a **confidential basis**, may request from law enforcement agencies at the time of charge, adjudication, or disposition, information as to the identity of a juvenile student charged, **the offense charged**, the adjudication, and the disposition. The school Principal or **designee** may inform school staff members of this information if the Principal or **designee** deems it appropriate for maintaining order, safety, or discipline in the school or for planning programs relevant to the juvenile's educational and social development. This information will not become part of the juvenile student's permanent school record and shall not be maintained except as authorized by regulation of the **New Jersey Department of Education (NJDOE)**.

A law enforcement or prosecuting agency shall, at the time of a charge, adjudication, or disposition, **send written notice to advise** the school Principal or **designee** of the school where the juvenile is enrolled, of the identity of the juvenile charged, the offense charged, the adjudication, and the disposition if:

1. The offense occurred on school property or a school bus, occurred at a school-sponsored function, or was committed against an employee or official of the school; or
2. The juvenile was taken into custody as a result of information or evidence provided by school officials; or
3. **The An** offense, if committed by an adult, would constitute a crime, and the offense:
 - a. Resulted in death or serious bodily injury or involved an attempt or conspiracy to cause death or serious bodily injury; or



POLICY GUIDE

COMMUNITY

9323/page 2 of 3

Notification of Juvenile Offender Case Disposition

- b. Involved the unlawful use or possession of a firearm or other weapon; ~~or~~
- c. Involved the unlawful manufacture, distribution, or possession with intent to distribute a controlled dangerous substance or controlled substance analog; ~~or~~
- d. Was committed by a juvenile who acted with a purpose to intimidate an individual or group of individuals because of race, color, ~~creed~~, religion, ~~national origin, ancestry, age, marital status, affectational or~~ sexual orientation ~~or sex~~, or **ethnicity** ~~social or economic status, or disability~~; or
- e. Would be a crime of the first, ~~or~~ second, **or** third degree.

Information provided ~~to the Principal or designee pursuant to in accordance~~ with N.J.S.A. 2A:4A-60.d. ~~the section above~~ shall be treated as confidential **but may be made available to such members of the staff and faculty of the school as** ~~The school Principal may inform school staff members of this information if~~ the Principal **or designee** deems it appropriate for maintaining order, safety, or discipline in the school or **for** ~~to~~ planning programs relevant to **a the** juvenile's educational and social development. This information will not become part of the juvenile student's permanent school record and shall not be maintained except as authorized by regulation of the NJDOE ~~Department of Education~~.

Law enforcement or the prosecuting agency may provide the ~~school~~ Principal **or designee** with information identifying one or more **juvenile students** ~~juveniles~~ who are under investigation or ~~who~~ have been taken into custody for the commission of any act that would constitute an offense if committed by an adult when the law enforcement or prosecuting agency determines that the information may be useful to the Principal **or designee** in maintaining order, safety, or discipline in the school or in planning programs relevant to the juvenile's educational and social development. Information provided in accordance with N.J.S.A. 2A:4A-60.e. ~~the section above~~ shall be treated as confidential, but the ~~school~~ Principal **or designee** may inform school staff members of this information if the Principal **or designee** deems it appropriate for maintaining order, safety, or discipline in the school or for planning programs relevant to the juvenile's educational and social development. No information provided pursuant to N.J.S.A. 2A:4A-60 ~~in accordance with this paragraph~~ shall be maintained.



POLICY GUIDE

COMMUNITY

9323/page 3 of 3

Notification of Juvenile Offender Case Disposition

The Principal or **designee** who requests and/or receives information as specified in this **Ppolicy** shall notify the Superintendent or designee within twenty-four hours of the request being made. In accordance with N.J.S.A. 53:1-20.6, the Principal or designee shall notify the Superintendent or designee of any applicable fees associated with the request.

The school district shall comply with the ~~NJDOE Department of Education~~ rules and regulations concerning the creation, maintenance, and disclosure of student records regarding ~~school~~ Principal or **designee** notification of juvenile offender case disposition and this **Ppolicy**.

N.J.S.A. 2A:4A-60 P.L.1982, c.79

N.J.S.A.R.S. 53:1-15; 53:1-20.6

N.J.A.C. 6A:7-1.1; 6A:7-1.3

P.L.1985, c.69

Adopted:



REGULATION GUIDE

ADMINISTRATION
R 1530/page 1 of 5
Equal Employment Opportunity
Complaint Procedure
Feb 24
M

[See POLICY ALERT Nos. 191, 209, and 232]

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 1530, guaranteeing “equal access to all categories of employment without **discriminating on the basis of regard to any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~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 ~~this the~~ ~~sSchool d~~District.
2. “Complaint” means an alleged discriminatory act or practice.



REGULATION GUIDE

ADMINISTRATION
R 1530/page 2 of 5
Equal Employment Opportunity
Complaint Procedure

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 1530.
6. "School district" means ~~this the~~ _____ sSchool dDistrict.

C. Procedure

1. A complainant who believes that ~~they have 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 ~~their 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 of the discussion with their supervisor, the complainant may submit a ~~written~~ complaint to the Affirmative Action Officer. **The complaint may be reported: in person; in writing; verbally by telephone; by mail to the office address; or by electronic mail. The complaint may be reported during business or non-business hours.**
3. The complaint ~~shall will~~ include:
 - a. The complainant's name and address;;
 - b. The specific act or practice of ~~which 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. above;; and



REGULATION GUIDE

ADMINISTRATION
R 1530/page 3 of 5
Equal Employment Opportunity
Complaint Procedure

- e. The reasons why ~~the those~~ results of the discussions were are not satisfactory to the complainant.
43. 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 filed in accordance with C.2. above. A copy of the complaint and the response will be forwarded to the Superintendent.
54. The ~~response of the~~ Affirmative Action Officer's written response 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.
65. On ~~their 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~~.
76. 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.
87. 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;



REGULATION GUIDE

ADMINISTRATION
R 1530/page 4 of 5
Equal Employment Opportunity
Complaint Procedure

- 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.
98. A copy of the appeal to the Board must be given to the staff member, if any, charged with a discriminatory act.
109. 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.
1140. 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.
1244. The complainant will be informed of **their 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 or the
Telephone: (877) 900-6960 or the
 - b. New Jersey Division on Civil Rights
Central Trenton Regional Office
Office of the Attorney General
140 East Front Street – 6th Floor
Trenton, New Jersey 08625-0090
Telephone: (609) 292-4605



REGULATION GUIDE

ADMINISTRATION
R 1530/page 5 of 5
Equal Employment Opportunity
Complaint Procedure

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 **finding a discriminatory act has occurred shall** ~~will~~ be kept in the **personnel file of the employee found to have committed a discriminatory act** ~~employee's personnel file~~.

Issued:



REGULATION GUIDE

PROGRAM
R 2200/page 1 of 1
Curriculum Content
Feb 24
M

[See POLICY ALERT Nos. 209 and 232]

R 2200 CURRICULUM CONTENT

Courses of study and instructional materials and programs shall be designed to eliminate discrimination on the basis of any of the protected categories listed at N.J.A.C. 6A:7-1.1(a) and promote understanding and mutual respect between children regardless of race, color, creed, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, ancestry, national origin, socioeconomic status, and/or disability.

The Superintendent or designee shall develop a procedure to address and eliminate any possible bias in the curriculum.

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, 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 teaching staff member 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.~~
- D. ~~Community involvement when developing instructional programs and attendant materials shall be encouraged.~~

Issued:



REGULATION GUIDE

PROGRAM
R 2260/page 1 of 5
~~Equity in Affirmative Action Program~~ for School
and Classroom Practices Complaint Procedure
Feb 24
M

[See POLICY ALERT No. 232]

R 2260 EQUITY IN AFFIRMATIVE ACTION PROGRAM FOR SCHOOL AND CLASSROOM PRACTICES COMPLAINT PROCEDURE

A. Purpose and Application

1. The purpose of this procedure is to give any student or the parent(s) ~~or legal guardian(s)~~ of a student the opportunity to appeal an alleged violation of the district's Affirmation Action Plan for school and classroom practices, as set forth in Policy 2260.
2. This procedure is intended to facilitate an equitable and just resolution of a dispute at the most immediate level and will 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 students.

B. Definitions

1. "Affirmative Action Officer" means the district official responsible for the coordination of activities relating to compliance with the Affirmative Action Plan.
2. "Affirmative Action Plan" means the Affirmative Action Plan for school and classroom practices adopted by the Board of Education.
3. "Board of Education" means the Board of Education of ~~this the~~
 School ~~d~~District.
4. "Complainant" means a student or parent(s) ~~or legal guardian(s)~~ who believes that ~~they have he/she~~ has been harmed or adversely affected by a failure to enforce the district's Affirmative Action Plan.



REGULATION GUIDE

PROGRAM

R 2260/page 2 of 5

~~Equity in Affirmative Action Program for School~~
and Classroom Practices Complaint Procedure

5. "Complaint" means an unresolved problem concerning the interpretation or application by an officer or employee of this school district of law and regulations regarding the Affirmative Action Plan.
6. "Day" means a working or calendar day as identified.
7. "Student" means an individual enrolled in any formal educational program provided by the school district.
8. "School district" means ~~this the~~ _____ School District.
9. "Violation" means the failure of a district official or employee to take the positive steps outlined in Policy 2260 and/or included in the Affirmative Action Plan.

C. Procedure

1. A complainant shall discuss ~~their his/her~~ complaint with the staff member most closely involved 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 **of the discussion with the staff member most closely involved**, the complainant may submit a ~~written~~ complaint to the Affirmative Action Officer. **The complaint may be reported: in person; in writing; verbally by telephone; by mail to the office address; or by electronic mail. The complaint may be reported during business or non-business hours.**
3. The complaint ~~shall will~~ include:
 - a. The student's name and, in the complaint of a person acting on behalf of the student, the name and address of the complainant;;
 - b. The specific failure to act **of which that** the complainant complains ~~of;~~;



REGULATION GUIDE

PROGRAM

R 2260/page 3 of 5

Equity in Affirmative Action Program for School and Classroom Practices Complaint Procedure

- c. The school employee, if any, responsible for the alleged violation of the Affirmative Action Plan;
 - d. The results of discussions conducted in accordance with paragraph C.1. above; and
 - e. The reasons why ~~the these~~ **these results of the discussions were** are not satisfactory **to the complainant**.
43. 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 filed in accordance with C.2. above**. A copy of the complaint and the response will be forwarded to the Superintendent.
54. ~~The response of the~~ Affirmative Action Officer's **written response** 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 violated the Affirmative Action Plan.
65. On ~~their 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 violation of the Affirmative Action Plan and any other person with knowledge of the violation ~~complained of~~.
76. 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 and to the Board.



REGULATION GUIDE

PROGRAM

R 2260/page 4 of 5

Equity in Affirmative Action Program for School
and Classroom Practices Complaint Procedure

87. 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.
98. A copy of the appeal to the Board must be given to the staff member, if any, charged with a violation of the Affirmative Action Plan.
109. 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.
1140. 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.
1244. The complainant will be informed of ~~their~~ ~~his/her~~ right to appeal the Board's decision to the Commissioner of Education or to the New Jersey Division on Civil Rights.



REGULATION GUIDE

PROGRAM

R 2260/page 5 of 5

**Equity in Affirmative Action Program for School
and Classroom Practices Complaint Procedure**

D. Record

1. The records of any complaint processed in accordance with this procedure shall be maintained in a file separate from the student's cumulative file. A notation shall be made in the student's file of the presence of the record in the separate file.
2. **A copy of the decision rendered at the highest level finding a violation of the Affirmative Action Plan has occurred shall be kept in the personnel file of the employee found to have committed a violation of the Affirmative Action Plan.**

Issued:



REGULATION GUIDE

PROGRAM
R 2423/page 1 of 21
Bilingual and ~~ESL~~ Education
Feb 24
M

[See POLICY ALERT Nos. 187, 191, 209, 229, and 232]

R 2423 BILINGUAL AND ~~ESL~~ EDUCATION

A. Definitions – N.J.A.C. 6A:15-1.2

1. “Alternate English language proficiency assessment” (alternate ELP assessment) means a New Jersey Department of Education (Department)-approved assessment for students with the most significant cognitive disabilities that assesses a student’s English language proficiency (ELP) on the four domains of listening, speaking, reading, and writing, and that is aligned with the English Language Development (ELD) standards and the Individuals with Disabilities Education Act (IDEA).
2. “Bilingual education program” means a full-time language instruction educational program (LIEP) in all courses or subjects provided in accordance with N.J.S.A. 18A:35-18. Students in a bilingual education program receive instruction in the primary language of multilingual learners (ML) enrolled in the program and in English, while also receiving English as a second language (ESL) instruction. Educators use the primary language of instruction to enhance literacy in the primary language and as a support in the development of listening, speaking, reading, and writing skills in English. Students also receive instruction in the history and culture of the country, territory, or geographic area that is the native land of the parents and families of MLs enrolled in the program, and in the history and culture of the United States.
3. “Bilingual part-time program” means an instructional program alternative in which students receive their academic content area classes in English language arts (ELA) and mathematics instruction with a certified bilingual teacher who provides instruction in the primary language of the MLs in the program, as well as ESL instruction.
4. “Bilingual resource program” means an instructional program alternative in which students receive instruction and resources that are individualized for each student, daily instruction from a certified bilingual teacher in academic content areas as identified by the school district, as well as ESL instruction.



REGULATION GUIDE

PROGRAM
R 2423/page 2 of 21
Bilingual and ESL Education

5. “Bilingual tutorial program” means an instructional program alternative in which students receive one period of instruction from a certified bilingual teacher in an academic content area required for graduation, a second period of tutoring in another required content area, as well as ESL instruction.
6. “Class period” means the time allocated for instruction in academic content areas as part of the regular school schedule for each day in session as set forth at N.J.A.C. 6A:32-8.3. In a block schedule, weekly instruction is equivalent to one class period for each day of school in a given week.
7. “Cut score” means the same as that term is defined pursuant to N.J.A.C. 6A:8-1.3.
8. “Dual language immersion program” means, for the purpose of meeting the LIEP requirements at N.J.S.A. 18A:35-18 and N.J.A.C. 6A:15, a full-time LIEP that provides students structured English language instruction and instruction in a second language in all academic content areas. MLs in the program receive instruction in their primary language, as well as ESL instruction. A dual language immersion program provides daily instruction in English and a minimum of fifty percent of instruction in the primary language of enrolled MLs. A dual language immersion program that is designed to support MLs is sometimes referred to as a two-way bilingual education program.
9. “Early Language Development Standards” means the preschool English language development standards for preschool students developed by WIDA. The standards correspond to five domains of children’s development and learning: approaches to learning, language and communication development, cognition and general knowledge, physical well-being and motor development, and social and emotional development. The standards incorporated herein by reference, are published by the Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium and are available at <https://wida.wisc.edu/teach/early>.
10. “Educational activities and programs” means the same as that term is defined pursuant to N.J.A.C. 6A:7-1.3.



REGULATION GUIDE

PROGRAM
R 2423/page 3 of 21
Bilingual and ~~ESL~~ Education

11. “Educational equity” means the same as that term is defined pursuant to N.J.A.C. 6A:7-1.3.
12. “Educational needs” means the particular educational requirements of MLs; the fulfillment of which will provide them with equal educational opportunities.
13. “English as a second language (ESL) program” means a daily class period of second-language acquisition instruction within a LIEP and based on a student’s English language proficiency that teaches the English language development standards and incorporates the cultural aspects of the students’ experiences in their ESL instruction.
14. “English language development standards” or “ELD standards” means the 2020 Amplification of the English Language Development Standards, Kindergarten – Grade 12 incorporated herein by reference, as amended and supplemented, developed by WIDA. They are the standards and language competencies in listening, speaking, reading, and writing that MLs 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 content areas. The standards are a version of ELA that have been crafted to address the specific developmental stages of students learning English. 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 <https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf>.
15. “English language proficiency assessment” or “ELP assessment” means a Department-approved assessment that evaluates a student’s English language proficiency on the four domains of listening, speaking, reading, and writing, and that is aligned with the ELD standards.
16. “English language services” means services designed to improve the English language skills of MLs. The services, provided in school districts with less than ten MLs in Kindergarten through twelfth-grade, are part of the regular school program and are designed to develop proficiency in the ELD standards.



REGULATION GUIDE

PROGRAM
R 2423/page 4 of 21
Bilingual and ESL Education

17. “Equal educational opportunity” means the same as that term is defined pursuant to N.J.A.C. 6A:7-1.3.
18. “Exit criteria” means the criteria that must be applied before a student may be exited from a LIEP.
19. “High-intensity ESL program” means an instructional program alternative in which students receive two or more class periods each day in session of ESL instruction. One period is the standard ESL class, and the other period is a tutorial or ESL reading class.
20. “Instructional program alternative” means a LIEP, other than bilingual education and/or dual language immersion, that may be established by the Board of Education in consultation with, and approval of, the New Jersey Department of Education through a waiver request pursuant to N.J.S.A. 18A:35-18. All students in an instructional program alternative receive an ESL class period each day in session.
21. “Language instruction educational program” or “LIEP” means the program of services in which a ML receives instruction and support to develop and attain English language proficiency while meeting or exceeding the New Jersey Student Learning Standards (NJSLS) in academic content areas. MLs in a LIEP develop proficiency in the English language while they develop skills and knowledge within the academic content areas. A LIEP includes the services that all MLs are entitled to receive, pursuant to N.J.S.A. 18A:35-16 and N.J.A.C. 6A:15. LIEP includes “programs of bilingual education,” pursuant to N.J.S.A. 18A:35-16, and “instructional alternative programs,” pursuant to N.J.S.A. 18A:35-18.
22. “Multicultural curriculum” means the same as that term is defined pursuant to N.J.A.C. 6A:7.
23. “Multilingual learner” or “ML” means a student whose primary language is not English, who is identified through the process set forth in N.J.A.C. 6A:15, and who is developing proficiency in multiple languages (e.g., English and a primary language). The term is synonymous with “English learner” or “English language learner”.



REGULATION GUIDE

PROGRAM
R 2423/page 5 of 21
Bilingual and ESL Education

24. “Newcomer” means any student born outside of the United States who has recently arrived in the United States. Newcomer is an umbrella term that includes a heterogenous group of immigrants; some newcomers may also be MLs or students with interrupted formal education (SIFE).
25. “NJSLS” means the New Jersey Student Learning Standards as defined at N.J.A.C. 6A:8-1.3.
26. “Parent(s)” means the natural or adoptive parent, legal guardian, surrogate parent appointed pursuant to N.J.A.C. 6A:14-2.2, or a person acting in the place of a parent (such as a grandparent or stepparent with whom the student lives or a person legally responsible for the student’s welfare). Unless parental rights have been terminated by a court of appropriate jurisdiction, the parent retains all rights pursuant to N.J.A.C. 6A:32. In addition, a resource family parent may act as a parent pursuant to N.J.A.C. 6A:32 if the parent’s authority to make education decisions on the student’s behalf has been terminated by a court of appropriate jurisdiction.
27. “Primary language” means the language or mode of communication in which a ML is most fluent or speaks more regularly than any other language. In the case of a student, the primary language is the language normally used by the student’s parent.
28. “Sheltered English instruction” means an instructional program alternative to make academic instruction in English understandable to MLs. Sheltered English classes are taught by classroom teachers who deliver instruction in English, may not hold a bilingual/ESL endorsement, but have received training on strategies for instructional adaptation, pursuant to N.J.A.C. 6A:8-1.3, to make academic content areas comprehensible for MLs.
29. “State Seal of Biliteracy” means a recognition awarded pursuant to N.J.A.C. 6A:8-5.3.



REGULATION GUIDE

PROGRAM
R 2423/page 6 of 21
Bilingual and ESL Education

30. “Statewide home-language survey” or “Statewide HLS” means a standardized questionnaire developed by the Department for school districts to use to help identify which students are potential MLs and which students will require a record review and an ELP assessment to determine whether they are eligible for placement in a LIEP.
31. “Student with interrupted formal education” or “SIFE” means a ML in grades four to twelve who has experienced disruptions in their formal education that took place outside of the United States.

B. Identification of Eligible Multilingual Learners – N.J.A.C. 6A:15-1.3

1. The school district shall use, at the time of enrollment, the multi-step process set forth at N.J.A.C. 6A:15-1.3(a)1 through (a)3 and B.1.a. through B.1.c. below to identify MLs enrolled in the school district.
 - a. The district shall administer to each student enrolled in the school district the Statewide HLS. The district shall use the Statewide HLS to determine which students in preschool to twelfth-grade have a primary language(s) other than English and, therefore, may be a ML. The Statewide HLS shall be completed, in writing, or by verbal interview by an individual with knowledge of the student, such as a parent(s), trained school district personnel, or a bilingual or ESL teacher;
 - b. Following the administration of the Statewide HLS, the district shall conduct a records review process to determine whether the student is a ML.
 - (1) The records review process may include, but is not limited to, reviewing available information about the student’s overall academic performance from current or prior years; observations of teaching staff members who have worked with the student; interviews with the student or the student’s parent or family in their primary language; and/or additional school records as needed in compliance with State and Federal student privacy laws; and



REGULATION GUIDE

PROGRAM
R 2423/page 7 of 21
Bilingual and ESL Education

- c. The district shall then determine the English language proficiency of all Kindergarten to twelfth-grade students who are found eligible through N.J.A.C. 6A:15-1.3(a)1 or (a)2 and B.1.a. or B.1.b. above and whose primary language is other than English by administering an ELP assessment. Students who do not meet the Department-established cut score on the ELP assessment shall be considered MLs and shall be offered entry into the district's LIEP.
 - (1) Preschool students who are identified, pursuant to the processes set forth at N.J.A.C. 6A:15-1.3(a)1 and (a)2 and B.1.a. and B.1.b. above, as having a primary language other than English shall be identified as MLs. Prior to the start of their Kindergarten year, the district shall administer an ELP assessment to preschool MLs as part of the screener process to determine the ML's English language proficiency level.
 - (2) The district shall also use age-appropriate methodologies to identify preschool MLs to determine their individual language development needs.
2. The district shall maintain a roster indicating all identified students whose primary language is other than English and who are MLs.
- C. Board Requirements, Including Language Instruction Educational Programs for Multilingual Learners – N.J.A.C. 6A:15-1.4
 1. The district shall provide all preschool to twelfth-grade MLs enrolled in the school district pursuant to N.J.S.A. 18A:7F-46 and 18A:7F-54 with equal educational opportunities and all educational activities and programs, including required courses and support services defined at N.J.A.C. 6A:15-1.4(b) through (e) and C.2. through C.5. below to prepare MLs to meet or exceed the NJSLs for high school graduation. The instructional opportunities shall be designed to assist MLs to fully comprehend all subject matter and demonstrate their mastery of all NJSLs academic content areas.



REGULATION GUIDE

PROGRAM
R 2423/page 8 of 21
Bilingual and ESL Education

- a. Instructional opportunities may also include individualized and targeted supports, as needed by MLs.
 - b. The district shall ensure that all educational services, activities, and programs incorporate a linguistically and culturally responsive, multicultural curriculum in accordance with N.J.S.A. 18A:35-4.35, 18A:35-4.36, and 18A:35-4.36a. to ensure educational equity aligned to the Board of Education's Comprehensive Equity Plan, pursuant to N.J.A.C. 6A:7.
2. The Board shall provide all MLs with a LIEP.
- a. The Board shall provide appropriate instructional programs to preschool MLs pursuant to N.J.A.C. 6A:15-1.4(c) and C.3. below.
 - b. Whenever there are twenty or more MLs in Kindergarten through twelfth-grade in any one language classification enrolled in the school district, a LIEP shall include bilingual education or dual language immersion programs pursuant to N.J.A.C. 6A:15-1.4(e) and C.5. below, unless waived pursuant to N.J.A.C. 6A:15-1.15 and N. below.
 - c. Whenever there are ten or more MLs in Kindergarten through twelfth-grade enrolled in the school district, an ESL program shall be provided.
 - d. Whenever there are at least one, but fewer than ten MLs in Kindergarten through twelfth-grade enrolled in the school district, the Board shall provide the MLs with English language services. English language services shall be provided as part of the regular school program.
 - e. Instructional program alternatives may be implemented pursuant to N.J.A.C. 6A:15-1.15 and N. below.
3. The Board shall provide appropriate instructional programs to eligible preschool MLs based on the New Jersey Preschool Program Implementation Guidelines and the New Jersey Preschool Teaching and Learning Standards of Quality, pursuant to N.J.A.C. 6A:13A – Elements of High-Quality Preschool Programs.



REGULATION GUIDE

PROGRAM
R 2423/page 9 of 21
Bilingual and ESL Education

- a. A program that meets the New Jersey Preschool Teaching and Learning Standards of Quality and is approved, pursuant to N.J.A.C. 6A:13A, will be considered a preschool LIEP.
4. The Board shall establish bilingual education or dual language immersion programs whenever there are twenty or more MLs in any one language classification enrolled in the school district in Kindergarten through twelfth-grade, pursuant to N.J.S.A. 18A:35-18. Bilingual education or dual language immersion programs shall:
 - a. Be designed to prepare MLs to acquire sufficient English knowledge and skills to meet the NJSLs. All MLs participating in bilingual and dual language immersion programs shall also receive a class period of ESL instruction each day in session;
 - b. Include a curriculum that is aligned to the NJSLs and the ELD standards and includes primary language instruction delivered to further master literacy in the primary language and as a support in the development of English proficiency;
 - c. Include the 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; and
 - d. Utilize a curriculum for bilingual education programs that is adopted by the Board.
 5. The Board shall provide at least one class period of ESL instruction each day in session based on a student's English language level to all MLs placed in a LIEP.
 - a. The Board shall develop and adopt an ESL curriculum that addresses the ELD standards to address the instructional needs of MLs.
 - b. The ESL curriculum shall be cross-referenced to the school district's bilingual education and academic content area curricula to ensure that ESL instruction is correlated to all academic content areas taught.



REGULATION GUIDE

PROGRAM
R 2423/page 10 of 21
Bilingual and ~~ESL~~ Education

6. The Board may establish dual language immersion programs to meet the requirement at N.J.A.C. 6A:15-1.4(b)2. and C.2.b. above and N.J.S.A. 18A:35-15 through 18A:35-26.
 - a. Dual language immersion programs shall be designed to help students achieve proficiency in English and in a second language while mastering academic content area skills.
 - b. Instruction shall be in all courses or subjects of study that allow students to meet all grade promotion and graduation standards.
 - c. Classes in dual language immersion programs shall be comprised of at least fifty percent MLs.
 - d. The program may be coordinated with the school district's world languages program.
 - e. Dual language immersion programs that are not established to provide the LIEP services required pursuant to N.J.S.A. 18A:35-15 through 18A:35-26 do not have to comply with the requirements of N.J.A.C. 6A:15, Policy 2423, and this Regulation.

7. The Board may establish a newcomer program for a limited duration in time to address the needs of recent immigrant students, particularly SIFEs, before the students transition to a general education classroom. A high-quality newcomer program shall:
 - a. Be age-appropriate;
 - b. Include content that relates to the NJSLS;
 - c. Include social-emotional learning; and
 - d. Include courses that are credit-bearing and count toward graduation pursuant to N.J.A.C. 6A:8, or promotion requirements to allow students to meet grade-level standards within a reasonable period of time.



REGULATION GUIDE

PROGRAM
R 2423/page 11 of 21
Bilingual and ESL Education

8. The Board shall offer sufficient courses and other relevant supplemental instructional opportunities in grades nine through twelve to enable MLs to meet or exceed the NJSLs for graduation. When sufficient numbers of students are not available to form a bilingual class in an academic content area, the Board shall develop, in consultation with and approved by the Department, plans to meet the needs of the students.
 9. In addition to N.J.A.C. 6A:15-1.4(a) through (h) and C.1. through C.8. above, the Board shall design additional programs and services to meet the special needs of eligible MLs. The additional programs and services shall include, but not be limited to, individualized and targeted supports through Title I programs; special education; career and technical education programs; gifted and talented education services; supports to help MLs earn a State Seal of Biliteracy pursuant to N.J.A.C. 6A:8-5.3; and individualized learning opportunities pursuant to N.J.A.C. 6A:8-5.1.
 10. The Board may establish a program in bilingual education or dual language immersion for any language classification with fewer than twenty students.
 11. The Board shall establish a process for how MLs in high school may meet the world language or ELA course graduation requirements, pursuant to N.J.A.C. 6A:8-5.1, by applying credits earned in an ESL course. The Board shall verify on a student's record that the applicable ESL credits meet or exceed the NJSLs at the high school level.
- D. Approval Procedures – N.J.A.C. 6A:15-1.5
1. The school district providing a LIEP shall submit a plan every three years to the Department for approval.
 2. The Board of Education's LIEP plan shall demonstrate that:
 - a. For Kindergarten through twelfth-grade, LIEP curricula include or are aligned with:



REGULATION GUIDE

PROGRAM
R 2423/page 12 of 21
Bilingual and ~~ESL~~ Education

- (1) The NJSLS;
 - (2) The ELD standards; and
 - (3) A multicultural curriculum, pursuant to N.J.S.A. 18A:35-4.36a and N.J.A.C. 6A:7.
- b. For preschool, the ML instruction and support meets the language instruction requirements in the New Jersey Preschool Program Implementation Guidelines and the New Jersey Preschool Teaching and Learning Standards of Quality, pursuant to N.J.A.C. 6A:13A and the curricula include or are aligned with:
- (1) The NJSLS;
 - (2) The ELD standards for preschool; and
 - (3) A multicultural curriculum, pursuant to N.J.S.A. 18A:35-4.36a and N.J.A.C. 6A:7.
- c. MLs have equitable access to educational activities and programs in a manner aligned to the Board's Comprehensive Equity Plan, pursuant to N.J.A.C. 6A:7.
- d. School district staff engage in ongoing and continuous program evaluations that shall include regular reviews of student performance data (for example, graduation rates and assessment results) and other measures (for example, absenteeism, disciplinary records, and course enrollment) to evaluate whether MLs in the district have equitable access to educational opportunities, including, but not limited to, gifted and talented programs; advanced coursework and dual enrollment; work-based learning opportunities; extra-curricular activities; and career counseling.
- e. Preschool students participate in instructional activities pursuant to N.J.A.C. 6A:13A.



REGULATION GUIDE

PROGRAM
R 2423/page 13 of 21
Bilingual and ESL Education

- f. Bilingual and dual language immersion programs promote bilingualism, biliteracy, cross-cultural competency, high levels of academic achievement in both languages, and a path, if available, toward attaining the State Seal of Biliteracy.
 3. The Board's LIEP plan submitted to the Department for approval shall include information on the following:
 - a. Identification of MLs in preschool through twelfth-grade;
 - b. LIEP description;
 - c. The number of staff hired for the LIEP by certificate type;
 - d. Bilingual and ESL curriculum;
 - e. Evaluation design;
 - f. Review process for a student's exit from ML status; and
 - g. A budget for all components of the LIEP.
 4. The Department will review the plan to ensure the Board has a system of support for all MLs that is aligned to N.J.A.C. 6A:15, Policy 2423, and this Regulation. The Department may request modifications of the plan, as appropriate, and shall determine whether to approve the Board's plan.
- E. Supportive Services – N.J.A.C. 6A:15-1.6
1. Students enrolled in a LIEP shall have equal educational opportunities, including full access to educational opportunities and services available to other students in the district.



REGULATION GUIDE

PROGRAM
R 2423/page 14 of 21
Bilingual and ESL Education

2. The school district shall provide MLs with linguistically and culturally responsive supportive services, such as academic counseling; tutoring; career guidance; and mental health counseling. Bilingual personnel who are trained in social-emotional learning and are familiar with and knowledgeable about the unique assets and needs of the MLs, including newcomers and SIFEs, and their parents, shall provide the services.

F. Professional Development – N.J.A.C. 6A:15-1.7

1. As part of the district- and school-level plans for professional development requirements at N.J.A.C. 6A:9C-4.2, the Board of Education shall describe professional learning for bilingual, ESL, and academic content teachers whose classroom instruction is in English; administrators who supervise bilingual/ESL programs; and administrators and any personnel who observe and evaluate teachers of MLs.
2. The district- and school-level professional development plan shall:
 - a. Include instructional adaptational strategies, pursuant to N.J.A.C. 6A:8-3.1, and training on appropriate assessments to help MLs meet the NJSLs and the ELD standards;
 - b. Address the needs of bilingual and ESL teachers, who shall receive training in the use of the ESL curriculum and the ELD standards; and
 - c. Ensure all teachers receive training on the ELD standards and how to provide linguistically and culturally accessible instruction and appropriate modifications and accommodations for MLs.

G. Certification – N.J.A.C. 6A:15-1.8

1. All teachers of bilingual programs shall hold a valid New Jersey instructional certificate with an endorsement for the appropriate grade level and/or academic content area and a standard certificate with a bilingual/bicultural education endorsement, pursuant to N.J.S.A. 18A:6-38 et seq., N.J.S.A. 18A:35-15 to 26, and N.J.A.C. 6A:9B-11.5.



REGULATION GUIDE

PROGRAM
R 2423/page 15 of 21
Bilingual and ESL Education

2. Dual language immersion programs, for the purpose of meeting the LIEP requirements at N.J.S.A. 18A:35-18; N.J.A.C. 6A:15; Policy 2423; and this Regulation may be taught by one or more teaching staff members. In these dual language immersion programs, the following endorsements to an instructional certificate shall be fulfilled by one or more teaching staff members:
 - a. An endorsement for the appropriate grade level and/or academic content area being taught; and
 - b. An endorsement in bilingual/bicultural education or world languages.
 - (1) A teaching staff member of a language other than English has demonstrated linguistic competence in the language of their instruction, pursuant to N.J.A.C. 6A:9B-10.5 or 11.5(a)2.
 3. All teaching staff members of ESL classes shall hold a valid New Jersey instructional certificate with an ESL endorsement, pursuant to N.J.S.A. 18A:6-38 et seq. and N.J.A.C. 6A:9B-11.6.
 4. All teaching staff members providing English language services shall hold a valid New Jersey instructional certificate.
- H. Language Instruction Educational Program Placement, Assessment, Exit, and Reentry – N.J.A.C. 6A:15-1.9
1. All MLs from Kindergarten through twelfth-grade shall be enrolled in a LIEP established by the Board of Education in accordance with N.J.A.C. 6A:15-1.4(b) through (f) and C.2. through C.6. above, N.J.A.C. 6A:15-1.15(a) and N.1. below, and N.J.S.A. 18A:35-18 and N.J.S.A. 18A:35-22.
 2. Students identified as MLs shall be assessed annually using ELP assessments to measure the progress toward English language proficiency and to determine readiness for exiting the LIEP. Students who meet the criteria for Statewide alternate assessments, pursuant to N.J.A.C. 6A:14-4.10(a)2, shall be assessed annually using an alternate ELP assessment.



REGULATION GUIDE

PROGRAM
R 2423/page 16 of 21
Bilingual and ~~ESL~~ Education

3. A ML enrolled in the LIEP shall be placed in a classroom(s) where the primary language of instruction is English when the ML has demonstrated readiness to exit a LIEP first by achieving the Department-established cut score on an ELP or alternate ELP assessment. The student's readiness shall be further assessed by the use of a Department-established English language observation form that considers, at a minimum: classroom performance; the student's reading level in English; the observations of the teaching staff members responsible for the educational program of the student; and performance on achievement tests in English.
 - a. Pursuant to 34 CFR §200.6(h)(4)(ii), a ML with a disability whose disability makes it impossible for the student to be assessed in a particular domain because there are no appropriate accommodations for assessing the student in that domain may be exited from ML status based on the student meeting the Department-determined cut score on the remaining domains in which the student was assessed.
4. When the review process for exiting a student from a LIEP has been completed, the district shall notify, by written communication, the student's parent of the placement determination. If the parent or a teaching staff member disagrees with the student's placement, the parent or teaching staff member may appeal the placement to the Commissioner of Education, pursuant to N.J.S.A. 18A:6-9 and N.J.A.C. 6A:3, after exhausting the school district's appeal process.
5. A parent may remove a student who is enrolled in a LIEP pursuant to N.J.S.A. 18A:35-22.1.
 - a. A student who is identified as a ML and whose parent refuses placement in a LIEP shall still access and meet the academic expectations of the NJSLS. Pursuant to N.J.A.C. 6A:8, N.J.A.C. 6A:15-1.6, and E. above, the district shall ensure that students whose parents refuse placement are provided the appropriate instructional adaptations and appropriate assessment modifications and accommodations for Statewide assessments.



REGULATION GUIDE

PROGRAM
R 2423/page 17 of 21
Bilingual and ESL Education

6. The district shall monitor, for a minimum of two years, the academic progress of students who are exited from a LIEP to ensure that the students are continually meeting or exceeding the NJSLS when the curriculum and instruction are delivered in English.
7. Newly exited students who are not academically progressing in classes where English is the primary language of instruction may be considered for reentry to a LIEP as follows:
 - a. After a minimum of one-half an academic year and within two years of exit, the teaching staff member delivering instruction in English 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 classes where English is the primary language of instruction.
 - c. The recommendation for retesting shall be based on the teaching staff member's documented observation of a student's academic performance and data-based determination that the student is experiencing difficulties due to problems in using the English language to communicate effectively with peers and adults; understand directions given by the teaching staff member; and/or comprehend basic verbal and written materials.
 - d. The student shall be tested using a different form of the English language proficiency assessment than the one used to exit the student from the LIEP.
 - e. If the student scores below the Department-determined cut score on the English language proficiency assessment, the student shall be reenrolled into a LIEP.



REGULATION GUIDE

PROGRAM
R 2423/page 18 of 21
Bilingual and ~~ESL~~ Education

- I. Graduation Requirements for Multilingual Learners – N.J.A.C. 6A:15-1.10
- All MLs shall satisfy requirements for high school graduation pursuant to N.J.A.C. 6A:8-5.1(a).
- J. Location – N.J.A.C. 6A:15-1.11
1. All Kindergarten through twelfth-grade LIEPs shall be conducted within classrooms within the school district pursuant to N.J.S.A. 18A:35-20, except under the following circumstances:
- a. A LIEP is conducted in another school district as part of a joint program, pursuant to N.J.A.C. 6A:15-1.13 and L. below; or
- b. A ML’s individualized learning opportunity, pursuant to N.J.A.C. 6A:8-5.1(a)2, occurs outside of the school district’s classrooms.
- K. Notification – N.J.A.C. 6A:15-1.12
1. The district shall notify, by written communication, the parent of a ML of the fact that their child has been identified as eligible for placement in a LIEP.
- a. The district shall issue the notification within thirty calendar days of the start of the school year.
- b. For a student who enrolls after the beginning of the school year, the district shall issue the notification within fourteen calendar days of the student being placed in a LIEP.
2. The notice shall be in writing and in the language in which the parent possesses a primary speaking ability, and in English, and shall include the following information:
- a. Why the student was identified as a ML;



REGULATION GUIDE

PROGRAM
R 2423/page 19 of 21
Bilingual and ESL Education

- b. Why the school district determined the student needs to be placed in a LIEP that will help the student develop and attain English proficiency and meet the NJSLS;
 - c. The student's level of English language proficiency, how the level of English language proficiency was assessed, and the student's performance in academic content areas;
 - d. The method of instruction the school district will use to serve the student, including a description of other instruction methods available and how those methods differ in content, instructional goals, and the use of English and a primary language, if applicable;
 - e. How the program will meet the student's specific needs in attaining English language proficiency and meeting or exceeding the NJSLS;
 - f. The program's exit requirements, the expected amount of time that the ML will need to successfully achieve in classrooms where the language of instruction is English, and, in the case of high school students, the expected rate of graduation;
 - g. How the LIEP will meet the objectives of the individualized education program of a student with a disability; and
 - h. A statement that the parent may decline the child's enrollment in a LIEP, and that the parent shall be given an opportunity to do so or to select a different type of LIEP service available at the child's school.
3. The district shall send progress reports to the parents of students enrolled in a LIEP in the same manner and frequency as progress reports are sent to the parent of other students enrolled in the school district.
 4. Progress reports shall be written in English and in the primary language spoken by the parent of students enrolled in the LIEP.



REGULATION GUIDE

PROGRAM
R 2423/page 20 of 21
Bilingual and ~~ESL~~ Education

5. The district shall notify the parent when the student meets the exit criteria and is placed in a monolingual English program. The notice shall be in English and in the language in which the parent possesses a primary speaking ability.
- L. Joint Programs – N.J.A.C. 6A:15-1.13
1. With approval of the Executive County Superintendent on a case-by-case basis, the Board of Education may join with another district Board to provide:
 - a. A LIEP; and
 - b. An individualized learning opportunity, pursuant to N.J.A.C. 6A:8-5.1(a)2, to a ML who chooses to utilize it to meet the 120-credit graduation requirement, in whole or in part.
- M. Parental and Family Engagement – N.J.A.C. 6A:15-1.14
1. The Superintendent or designee shall provide for the maximum practicable engagement of the parent of MLs in the development and review of program objectives and dissemination of information to and from the Boards of Education and communities served by the LIEP.
 - a. This duty includes ensuring all information regarding a ML’s educational experience is available in the language in which the parent possesses a primary speaking ability, and in English. This information includes, but it not limited to: district- and school-level policies; invitational letters regarding school or district programs; information regarding student discipline policies and procedures; registration and enrollment; report cards; requests for parent permission for student participation in district or school activities; parent-teacher conferences; parent handbooks; and gifted and talented programs.
 2. With the exception of a Board implementing an English language services or ESL program, each Board implementing a LIEP shall establish a parent advisory committee on bilingual education of which the majority membership shall be the parents of MLs.



REGULATION GUIDE

PROGRAM
R 2423/page 21 of 21
Bilingual and ESL Education

N. Waiver Process Provided by Statute – N.J.A.C. 6A:15-1.15

1. A school district that has twenty or more students eligible for the bilingual education program in Kindergarten through twelfth-grade may request annual approval from the Department to waive the requirement at N.J.A.C. 6A:15-1.4(d) and C.4. above and, instead, to establish an instructional program alternative if the school district is able to demonstrate that it would be impractical to provide a full-time bilingual program due to the age range, grade span, and/or geographic location of eligible students.
 - a. Instructional program alternatives that shall be established include, but are not limited to: the bilingual part-time program; the bilingual resource program; the bilingual tutorial program; the sheltered English instruction program; and the high-intensity ESL program.
 - b. All instructional program alternatives shall be designed to assist MLs to develop English language proficiency while learning the knowledge and skills for academic content areas to meet or exceed the NJSLs.
 - c. Instructional program alternatives shall be developed in consultation with the Department based on student enrollment and achievement data.
 - d. A Board of Education implementing instructional program alternatives annually shall submit to the Department student enrollment and achievement data that demonstrate the continued need for the programs.
 - e. Instructional program alternatives shall be approved annually by the Department based on the Department's review of student enrollment and achievement data.

Issued:



REGULATION GUIDE

PROGRAM
R 2431.4/page 1 of 12
Prevention and Treatment of Sports-Related
Concussions and Head Injuries
Feb 24
M

[See POLICY ALERT Nos. 194, 197, 226, and 232]

R 2431.4 PREVENTION AND TREATMENT OF SPORTS-RELATED CONCUSSIONS AND HEAD INJURIES

The following procedures shall be followed to implement N.J.S.A. 18A:40-41.1 et seq., the New Jersey Department of Education Model Policy and Guidance for Districts on the Prevention and Treatment of Sports-Related Head Injuries and Concussions, and Policy 2431.4.

A. Prevention

1. The following steps may be taken to prevent concussions and head injuries and ensure the safety of student-athletes:
 - a. Limit the number of stunts during cheerleading practice.
 - (1) When stunting is performed, spotters shall be used and the surface shall be soft and in good condition; and
 - (2) Safe stunting techniques shall be taught and student-athletes shall not be permitted to attempt new or difficult stunts without proper instruction and a coach on hand.
 - b. Ensure student-athletes have appropriate supervision during practices and a designated safe practice facility in good condition for the activity.
 - c. Ensure the use of appropriate fitted and maintained safety equipment.
 - d. Ensure student-athletes avoid unsafe actions such as:
 - (1) Hitting another student-athlete in the head;
 - (2) Using their head to contact another student-athlete;



REGULATION GUIDE

PROGRAM
R 2431.4/page 2 of 12
Prevention and Treatment of Sports-Related
Concussions and Head Injuries

- (3) Making illegal contacts; and
- (4) Trying to injure or put another student-athlete at risk for injury.
- e. Limit the amount of contact during practices. This may include:
 - (1) Limiting the amount of practice time that includes scrimmages or full-speed drills.
- f. Teach student-athletes proper techniques and ways to avoid hits to the head.
- g. Keep a close eye on student-athletes in positions that are at increased risk for concussion to help spot a potential concussion.

B. Possible Signs or Symptoms of Concussion

- 1. Some mild traumatic brain injuries and concussion symptoms may appear right away, while others may not appear for hours or days after the injury. These symptoms may be observed by coaches, licensed athletic trainers, school/team physicians, school nurses, teachers, parents, or a teammate. Below are a few examples of possible signs and symptoms of a concussion:
 - a. The student-athlete grabs or holds head after a play or hit - "Hands to Head";
 - b. The student-athlete appears to be "shaking it off";
 - c. The student-athlete appears dazed or "foggy";
 - d. The student-athlete forgets plays or demonstrates short term memory difficulty;
 - e. The student-athlete cannot recall injury or events just before or just after the injury;



REGULATION GUIDE

PROGRAM
R 2431.4/page 3 of 12
Prevention and Treatment of Sports-Related
Concussions and Head Injuries

- f. The student-athlete answers questions slowly or inaccurately;
 - g. The student-athlete has a headache;
 - h. The student-athlete is nauseous or is vomiting;
 - i. The student-athlete is experiencing balance problems or dizziness;
 - j. The student-athlete is experiencing double vision or changes in vision;
 - k. The student-athlete is experiencing sensitivity to light or sound/noise;
 - l. The student-athlete is feeling sluggish or foggy;
 - m. The student-athlete is having difficulty with concentration and short-term memory;
 - n. The student-athlete is experiencing sleep disturbance; and
 - o. The student-athlete is experiencing irritability and/or mood changes.
2. Any possible signs or symptoms of a concussion shall be reported by the student-athlete participating in a program of athletic competition to the coach(es), athletic trainer, school or team physician, school nurse, and/or parent.

C. Treatment

1. Pursuant to N.J.S.A. 18A:40-41.4, a student-athlete who participates in a program of athletic competition and who sustains or is suspected of having sustained a concussion or other head injury while engaged in a program of athletic competition shall be immediately removed from the program of athletic competition by the staff member supervising the program of athletic competition.



REGULATION GUIDE

PROGRAM

R 2431.4/page 4 of 12

Prevention and Treatment of Sports-Related
Concussions and Head Injuries

2. The staff member supervising the student-athlete during the program of athletic competition shall immediately contact the school physician, athletic trainer, or school nurse to examine the student-athlete.
3. Emergency medical responders (911) shall be called if the student-athlete is experiencing a deterioration of symptoms, loss of consciousness, or direct neck pain associated with the injury pursuant to D. below.
4. A student-athlete who is removed from a program of athletic competition shall not participate in further programs of athletic competition until:
 - a. The student-athlete is evaluated by a physician or other licensed healthcare provider trained in the evaluation and management of concussions and receives written clearance from a physician trained in the evaluation and management of concussions to return to the program of athletic competition; and
 - (1) The student-athlete's written medical clearance from a physician must indicate a medical examination has determined:
 - (a) The student-athlete's injury was not a concussion or other head injury, the student-athlete is asymptomatic at rest, and the student-athlete may return to regular school activities and is no longer experiencing symptoms of the injury while conducting those activities; or
 - (b) The student-athlete's injury was a concussion or other head injury and the student-athlete's physician will monitor the student-athlete to determine when the student-athlete is asymptomatic at rest and when the student-athlete may return to regular school activities and is no longer experiencing symptoms of the injury while conducting those activities.



REGULATION GUIDE

PROGRAM
R 2431.4/page 5 of 12
Prevention and Treatment of Sports-Related
Concussions and Head Injuries

- (2) The student-athlete's written medical clearance shall be reviewed and approved by the school physician.
 - (3) A student-athlete who has suffered a concussion or other head injury may not begin the CDC's Six-Step Return to Play Progression as outlined in E. below until the student-athlete receives a medical examination and provides the required written medical clearance to the Principal or designee.
 - (4) A written medical clearance not in compliance with the provisions of C.4.a. above will not be accepted.
- b. A student-athlete who has suffered a concussion or other head injury returns to regular school activities without the need for additional support and is no longer experiencing symptoms of the injury when conducting those activities.
- (1) If school is in session, a student-athlete who has suffered a concussion or other head injury must return to regular school activities without symptoms or need for additional support before returning to a program of athletic competition as part of the CDC's Six-Step Return to Play Progression.
 - (2) If school is not in session, a student-athlete who has suffered a concussion or other head injury must return to their normal daily activities without symptoms as part of the CDC's Six-Step Return to Play Progression.
- D. Symptoms Requiring Immediate Medical Assessment (911/Emergency Evaluation)
1. The following symptoms requiring immediate medical assessment include, but are not limited to:
 - a. The student-athlete loses consciousness;



REGULATION GUIDE

PROGRAM
R 2431.4/page 6 of 12
Prevention and Treatment of Sports-Related
Concussions and Head Injuries

- b. The student-athlete has a headache that gets worse and does not go away;
 - c. The student-athlete is experiencing weakness, numbness, decreased coordination, convulsions, or seizure;
 - d. The student-athlete is experiencing repeated vomiting and/or intractable retching;
 - e. The student-athlete is slurring speech or exhibiting unusual behavior (disoriented);
 - f. The student-athlete has one pupil (the black part in the middle of the eye) larger than the other; and
 - g. The student-athlete cannot recognize people or places and/or gets confused, restless, or agitated.
- E. CDC's Six-Step Return to Play Progression for Students Who Have Suffered a Concussion or Other Head Injury
- 1. The return of a student-athlete to a program of athletic competition shall be in accordance with the CDC's Six-Step Return to Play Progression recommendations and any subsequent changes or other updates to those recommendations as developed by the CDC. Recovery is individual.
 - a. As applicable, the student-athlete's treating healthcare provider may guide the student-athlete through the return to play protocol while experiencing mild symptoms as part of the treatment.
 - b. In addition, the student-athlete's treating healthcare provider may adjust the treatment plan prior to Step Six, full return to competition.
 - c. Clearance from a student-athlete's physician trained in the evaluation and management of concussions is required before returning to full competition.



REGULATION GUIDE

PROGRAM
R 2431.4/page 7 of 12
Prevention and Treatment of Sports-Related
Concussions and Head Injuries

2. Six-Step Return to Play Progression

a. Step 1: Back to Regular Activities

The student-athlete is back to their regular activities (such as school).

b. Step 2: Light Aerobic Activity

The student-athlete shall begin with light aerobic exercise only to increase a student-athlete's heart rate. This means about five to ten minutes on an exercise bike, walking, or light jogging. No weightlifting at this point.

c. Step 3: Moderate Activity

The student-athlete shall continue with activities to increase a student-athlete's heart rate with body or head movement. This includes moderate jogging, brief running, moderate-intensity stationary biking, or moderate-intensity weightlifting (less time and/or less weight from their typical routine).

d. Step 4: Heavy, Non-Contact Activity

The student-athlete shall add heavy, non-contact physical activity, such as sprinting/running, high-intensity stationary biking, regular weightlifting routine, or non-contact sport-specific drills (in three planes of movement).

e. Step 5: Practice & Full Contact

The student-athlete may return to practice and full contact (if appropriate for the sport) in controlled practice.

f. Step 6: Competition

The student-athlete may return to competition.



REGULATION GUIDE

PROGRAM
R 2431.4/page 8 of 12
Prevention and Treatment of Sports-Related
Concussions and Head Injuries

3. It is important for a student-athlete's parent(s), coach(es), and teachers to watch for concussion symptoms after each day's Six-Step Return to Play Progression activity.
 4. A student-athlete should only move to the next step if they do not exhibit any new symptoms at the current step.
 5. If a student-athlete's symptoms return or if they develop new symptoms, this could be a sign the student-athlete is overexerting. The student-athlete shall stop these activities and the student-athlete's medical provider shall be contacted. After more rest and no concussion symptoms, the student-athlete can start at the previous step.
- F. Temporary Supports for Student-Athletes with Sports-Related Head Injuries or Concussions
1. Initial rest followed by a gradual return to activity during healing is recommended. Accordingly, consideration of the cognitive effects in returning to the classroom is also an important part of the treatment of sports-related concussions and head injuries.
 2. Mental exertion increases the symptoms from concussions and affects recovery. To recover, cognitive rest is just as important as physical rest. Reading, studying, computer usage, texting, even watching movies if a student-athlete is sensitive to light/sound, can slow a student-athlete's recovery. Managing the symptoms through a balance of rest and activity is the key to recovery.
 - a. The district will provide support for student-athletes diagnosed with a concussion.
 - b. The student-athlete's health care provider will handle short-term medical accommodations.
 3. Collaboration between the student-athlete's health care provider and the school may be necessary. If accommodations are needed for an extended time, the district may want to consider implementing accommodations via a formalized 504 plan.



REGULATION GUIDE

PROGRAM
R 2431.4/page 9 of 12
Prevention and Treatment of Sports-Related
Concussions and Head Injuries

4. The Principal or designee may address the student-athlete's cognitive needs in the following ways:
 - a. Limit the student-athlete's screen time;
 - b. Have the student-athlete take rest breaks as needed;
 - c. Have the student-athlete spend fewer hours at school;
 - d. Provide the student-athlete more time to take tests or complete assignments. (All courses should be considered);
 - e. Provide the student-athlete help with schoolwork;
 - f. Reduce the student-athlete's time spent on the computer, reading, and writing;
 - g. Provide or grant the student-athlete early passing time to avoid crowded hallways; and/or
 - h. Allow the student-athlete extra time to complete tests or coursework.
5. These supports and/or short-term medical accommodations may be addressed in an individualized healthcare plan for a student-athlete who has suffered a concussion or other head injury.
6. Concussions affect several aspects of brain function, including cognition, balance and coordination, visual tracking and processing, behavior, and others. The symptoms experienced, difficulties faced, and timeline for recovery will vary for each individual.
7. A brief period of relative rest followed by a gradual return to lighter activities is generally considered the best "medicine" for healing concussions or other head injuries. This may include relative rest from both physical and cognitive activities. Each injury, and therefore each treatment plan, is different. School personnel, in collaboration with the student-athlete, parents, and the student-athlete's health care provider, are in the best position to create flexible, temporary supports to meet the needs of each student-athlete.



REGULATION GUIDE

PROGRAM
R 2431.4/page 10 of 12
Prevention and Treatment of Sports-Related
Concussions and Head Injuries

G. Education

1. The CDC offers tips for health professionals and educators on their website. Interscholastic Head Injury Training Programs are available via the CDC website or the National Federation of State High School Associations.
2. This training shall be completed by the school/team physician, licensed athletic trainer, school nurses, coaches, and other relevant school personnel.

H. Other Considerations

1. Educational information for student-athletes on the prevention of concussions shall be reviewed.
2. The importance of early identification and treatment of concussions to improve recovery shall be reinforced.
3. School personnel shall contact the student-athlete's parent and inform them of the suspected sports-related concussion or head injury before allowing the student-athlete to go home after a program of athletic competition.
4. School personnel shall provide the parent of the student-athlete with a checklist or copy of the return to play protocols including the requirement of written clearance from a physician trained in the evaluation and management of concussions before the student-athlete is able to return to a program of athletic competition.

I. Interscholastic Head Injury Training Program

1. The district will adopt an Interscholastic Head Injury Training Program to be completed by the school/team physician, licensed athletic trainer, coaches, and other appropriate district personnel pursuant to N.J.S.A. 18A:40-41.2. The training program shall include:



REGULATION GUIDE

PROGRAM
R 2431.4/page 11 of 12
Prevention and Treatment of Sports-Related
Concussions and Head Injuries

- a. The recognition of the signs of head and neck injuries, concussions, and second impact syndrome; and
 - (1) Pursuant to N.J.S.A. 18A:40-41.1.d., if a student-athlete sustains a second concussion while still having symptoms of a previous concussion, it can lead to the severe impairment and even the death of the student-athlete, and is referred to as second-impact syndrome.
 - b. The CDC's Six-Step Return to Play Progression or any subsequent changes or other updates developed by the CDC.
- J. "Return to Play Progressions" vs. "Therapeutic Progressions"
1. In many cases, after the initial rest period, concussed individuals may be encouraged to resume limited activities, including light physical and cognitive activities, even in the presence of some continued symptoms. This may be referred to as "therapeutic progressions," and while some of the activities may overlap with the CDC's Six-Step Return to Play Progression, it is different in the goals and intent from "return to play."
 - a. "Return to play" progressions are intended to test the concussed individual's readiness to perform the activity correctly, and to do so with no symptoms.
 - b. "Therapeutic" progressions are intended to help the individual recover and to help them improve their performance and tolerance to those activities. This may take several days, or longer, at any given step.
 - c. "Therapeutic progressions" should be recommended and supervised by a health care provider familiar with the evaluation and management of concussions, and monitored by a team including the student-athlete, parents, health care provider, and school personnel. Adjustments to the program should be in response to the student-athlete's



REGULATION GUIDE

PROGRAM
R 2431.4/page 12 of 12
Prevention and Treatment of Sports-Related
Concussions and Head Injuries

overall symptom load and progress. It should be remembered that student-athletes may progress at different rates for various aspects of their injury, such as tolerating light to moderate aerobic activity before tolerating being in the classroom, or tolerating schoolwork done at home before tolerating the classroom and school environment. Of note, progressions in one aspect of the treatment plan can have a positive effect on other areas as the brain is returning to a more typical overall level of function. A successful treatment plan is one that can adapt appropriately for each student-athlete.

- K. Educating the Community on the District Sports-Related Concussions and Head Injuries Policy
1. The Board shall review Policy 2431.4 and this Regulation annually, and update as necessary to ensure Policy 2431.4 and this Regulation reflect the most current information available on the prevention, risk, and treatment of sports-related concussions and head injuries.
 2. The district may provide regular education and training for staff including administrators, teachers, paraprofessionals, and school counselors regarding concussions and other head injuries as head injuries can happen at any time during the school day or outside of school.
 3. The district is in a unique position to promote healthy behaviors. The district can embed education related to the prevention and treatment of concussions and head injuries through the New Jersey Student Learning Standards Comprehensive Health and Physical Education Standard 2.3 – Safety. In addition, N.J.S.A. 18A:6-2 requires education in accident and fire prevention and N.J.S.A. 18A:35-5 requires education in injury or illness emergencies.

Adopted:



REGULATION GUIDE

PROPERTY
R 7610/page 1 of 4
Vandalism
Feb 24

[See POLICY ALERT No. 232]

R 7610 VANDALISM

A. Definitions

1. "Vandalism" means the willful and malicious acts of any person that result in the destruction, defacement, or damage of any property, real or personal, belonging to or entrusted to the Board of Education. Vandalism includes arson and ~~acts an~~ act of graffiti.
2. "Arson" means the willful and malicious burning or setting on fire of any building or part of any building owned or operated by the Board, by any person.
3. "Act of graffiti" means the drawing, painting, or making of any mark or inscription on school district real or personal property without the permission of the school district.

B. Reporting Vandalism

1. Any school employee who has reason to believe ~~that~~ an act of vandalism has occurred shall immediately report that belief or suspicion to the Principal of the affected building or, if the vandalism occurs at a facility other than a school, the supervisor in charge of the facility.
2. The Principal or supervisor shall promptly institute an investigation of the report by taking these steps as appropriate to the extent and seriousness of the vandalism:
 - a. Requesting the reporting employee to file a report of the evidence giving rise to ~~their his/her~~ belief or suspicion that vandalism has occurred;
 - b. Visiting the site of the vandalism and examining its extent, taking photographs as necessary;
 - c. Determining and recording the names of witnesses, if any;



REGULATION GUIDE

PROPERTY
R 7610/page 2 of 4
Vandalism

- d. Interviewing witnesses and requesting their written reports of events;
 - e. Assessing the costs of repair and replacement of any parts of the building, furnishings, and/or equipment; and
 - f. Questioning the ~~person or~~ person(s), if any, identified as having caused the vandalism.
3. The Principal will complete and file with the Superintendent a detailed vandalism and property damage report.
 4. The Principal will notify law enforcement ~~the police when appropriate and in accordance with applicable laws. if the vandalism involves:~~
 - a. ~~Significant damage, or~~
 - b. ~~Arson, or~~
 - e. ~~Theft or burglary, or~~
 - d. ~~The use of any symbol that exposes persons to violence, contempt, or hatred on the basis of race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation or sex, social or economic status, or disability, or~~
 - e. ~~An act of graffiti.~~
- C. Penalties and Restitution
1. A student who vandalizes school property is subject to discipline, which may include suspension or expulsion, in accordance with **Board Policy, Board Regulation, and law Policy Nos. 5600, 5610, and 5620.**
 2. A student who vandalizes school property will be held liable for any damages caused by the act of vandalism.



REGULATION GUIDE

PROPERTY
R 7610/page 3 of 4
Vandalism

3. The parent(s) ~~or legal guardian(s)~~ of any minor who **shall injure any injures/vandalizes public or nonpublic** school property; ~~whether or not the minor is enrolled in this district,~~ shall be liable for damages ~~for to~~ the amount of the injury **to be collected by the Board or the owner of the premises in any Court of competent jurisdiction,** together with costs of suit **in accordance with** ~~if the Board must resort to legal process to obtain payment of damages.~~ N.J.S.A. 18A:37-3.
- a. The **Principal or designee** _____ shall obtain a professional estimate of the cost of repairs and/or replacements necessitated by the vandalism.
- b. The **Principal or designee** _____ shall present the student's parent(s) ~~or legal guardian(s)~~ with an itemized bill based on the estimated costs.
- c. If, within **thirty** _____ calendar days, the student's parent(s) ~~or legal guardian(s)~~ has not paid the bill or made arrangements with the **Principal or designee** _____ for the payment of the bill in periodic installments, the Superintendent shall inform the Board and **may recommend that** the Board Attorney commence civil action for the amount due together with costs.
- d. No diploma, transcript, transfer card, or report card will be issued to the student until all obligations to the Board have been met.
- ~~4. The Principal will recommend to the Superintendent and the Superintendent will recommend to the Board, a student whose vandalism of school property is so serious or chronic as to warrant reporting the student to the police.~~
45. Any person who purposely defaces or damages school property with any symbol that exposes persons to violence, contempt, or hatred on the basis of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation or~~



REGULATION GUIDE

PROPERTY
R 7610/page 4 of 4
Vandalism

~~sex, social or economic status, or disability is~~ **may have committed guilty of a crime and shall be reported to the appropriate law enforcement agency in accordance with Policy and Regulation 8465; N.J.A.C. 6A:16-6.3; and the Memorandum of Agreement with Local Law Enforcement.**

56. Any person who purposely or knowingly damages school district property recklessly or negligently in the employment of fire, explosives, or another dangerous means listed in accordance with N.J.S.A. 2C:17-2, or purposely or recklessly tampers with the tangible property of the school district so as to endanger school district property, will be reported to the appropriate law enforcement agency.
67. A person convicted of an offense of **criminal mischief** that involves an act of graffiti **may, in addition to any other penalty imposed by the Court, will be required to pay reimburse** the school district **monetary restitution in the amount of the pecuniary damage caused by the act of graffiti the cost of damages and may be required to perform community service,** which may include removing the graffiti from the property, in accordance with N.J.S.A. 2C:17-3.c. ~~the law.~~ **If community service is ordered by the Court, it shall be for either not less than twenty days or not less than the number of days necessary to remove the graffiti from the property. In addition, the courts may suspend or postpone driving privileges of any person, at least thirteen and under eighteen years of age, if convicted of an act of graffiti.**

Issued:



va_exaa1.082406
03/31/2024

Fairfield Board of Education
Expense Account Adjustment Analysis By Account#
Current Cycle : March

Account #	Account Description	Description	Adj #	Date	User	Amount	Old	Adjustment	New
Current Appropriation Adjustments									
11-000-230-199-00-	UNUSED VACATION TIME	reallocation of expenses	000047	03/31/2024	KMARANO	\$0.00	\$24,046.00		\$24,046.00
11-000-251-330-00-	PROFESSIONAL SERVICES	reallocation of expenses	000047	03/31/2024	KMARANO	\$30,500.00	(\$24,046.00)		\$6,454.00
20-492-400-450-01-	SDA EMERGENT NEEDS/CAP.	SDA EMERGENT#2	000048	03/31/2024	KMARANO	\$0.00	\$15,535.00		\$15,535.00
Total Current Appr.									\$15,535.00

