

REGULATION

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Curriculum Content
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R 2200 CURRICULUM CONTENT

Courses of study and instructional materials and programs shall be designed to eliminate discrimination and promote understanding and mutual respect between children of different races, colors, creeds, sexes, sexual orientations, ancestries, national origins, social or economic status, and/or disabilities.

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

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Course Guides

R 2230 COURSE GUIDES

A course guide will be prepared for each course of study to be taught in this district. Course guides should be planned and organized to provide sequential learning experiences in the grade levels concerned.

A. Preparation

1. The preparation of course guides is the responsibility of subject area specialist at the middle school level and of representatives from each grade level at the elementary level.
2. Course guides are best developed with the assistance of the teaching staff members who will use them. Accordingly, appropriate staff representatives will be appointed to committees to study, revise, and/or develop course guides.

B. Content

1. Content standards should be broad statements related to district educational goals and arising from the philosophy of the course.
2. Performance indicators should be specific statements of behavioral objectives, that is, the concepts, skills, attitudes, and appreciation's to be achieved. The degree of specificity should be consistent with the nature of the course.
3. Teaching strategies should include, where appropriate, specific instructional methods/modalities, the time to be spent on tasks, recommended pupil activities, and resources.
4. Evaluation techniques should include such specific techniques as sample tests, suggested projects or performance outcomes, and individual study.

C. Implementation

Teachers will adhere to the content of course guides in accordance with Policy No. 2230.

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

A. Purpose and Application

1. The purpose of this procedure is to give any pupil or the parent(s) or legal guardian(s) of a pupil the opportunity to appeal an alleged violation of the district's Affirmative Action Plan for school and classroom practices, as set forth in Policy No. 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 pupils.

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.
3. "Board of Education" means the Board of Education of the Rockaway Borough School District.
4. "Complainant" means a pupil or parent(s) or legal guardian(s) who believes that he/she has been harmed or adversely affected by a failure to enforce the district's Affirmative Action Plan.
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.

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6. “Day” means a working or calendar day as identified.
7. “Pupil” means an individual enrolled in any formal educational program provided by the school district.
8. “School district” means the Rockaway Borough School District.
9. “Violation” means the failure of a district official or employee to take the positive steps outlined in Policy No. 2260 and/or included in the Affirmative Action Plan.

C. Procedure

1. A complainant shall discuss 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, the complainant may submit a written complaint to the Affirmative Action Officer. The complaint will include:
 - a. The pupil’s name and, in the complaint of a person acting on behalf of the pupil, the name and address of the complainant,
 - b. The specific failure to act that the complainant complains of,
 - 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 C1, and
 - e. The reasons why those results are not satisfactory.
3. The Affirmative Action Officer will investigate the matter informally and will respond to the complaint in writing no later than seven working days after receipt of the written complaint. A copy of the complaint and the response will be forwarded to the Superintendent.

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4. The response of the Affirmative Action Officer may be appealed to the Superintendent in writing within three working days after it has been received by the complainant. The appeal will include the original complaint, the response to the complaint, and the complainant's reason for rejecting the response. A copy of the appeal must be given to the staff member alleged to have violated the Affirmative Action Plan.
5. On his/her timely request (that is, submitted before the expiration of the time within which the Superintendent must render a decision), the complainant will be given an informal hearing before the Superintendent, at a time and place convenient to the parties, but no later than seven working days after the request for a hearing has been submitted. The Superintendent may also require the presence at the hearing of the staff member charged with violation of the Affirmative Action Plan and any other person with knowledge of the violation complained of.
6. The Superintendent will render a written decision in the matter no later than seven working days after the appeal was filed or the hearing was held, whichever occurred later. Copies of the decision will be given to all parties and to the Board.
7. The complainant may appeal the Superintendent's decision to the Board by filing a written appeal with the Board Secretary no later than three working days after receipt of the Superintendent's decision. The appeal shall include:
 - a. The original complaint,
 - b. The response to the complaint,
 - c. The Superintendent's decision,
 - d. A transcript of the hearing, if one has been made, or a summary of the hearing to which all parties have consented, and
 - e. The complainant's reason for believing the Superintendent's decision should be changed.

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8. 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.
9. The Board will review all papers submitted and may render a decision on the basis of the proceedings below. If the complainant so requests, the Board may convene a hearing, at which all parties may be represented by counsel and may present and examine witnesses, who will testify under oath.
10. The Board will render a written decision no later than forty-five calendar days after the appeal was filed or the hearing held, whichever occurred later. Copies of the decision will be given to all parties.
11. The complainant will be informed of his/her right to appeal the Board's decision to the Commissioner of Education or to the New Jersey Division on Civil Rights.

D. Record

The records of any complaint processed in accordance with this procedure shall be maintained in a file separate from the pupil's cumulative file. A notation shall be made in the pupil's file of the presence of the record in the separate file.

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Homework

R 2330 HOMEWORK

A. Content of Homework

1. Any homework assigned to pupils must be closely integrated with the curriculum. There should be a direct relationship between classroom studies and assigned homework. Homework should reinforce and extend the lessons learned in school.
2. Homework should help pupils learn by providing practice in the mastery of skills, experience in gathering information and integrating knowledge, and an opportunity to remediate learning problems.
3. Homework should help develop the pupil's responsibility and provide an opportunity for the pupil to exercise independent work and judgment.
4. The concepts on which a homework assignment is based should have been thoroughly taught and reviewed in class. Homework assignments should include only those exercises and activities that a pupil can accomplish independently.
5. Homework assignments should not require the use of research or resource tools that are not readily available in the pupils' homes or in sufficient quantity in the public or school library, or available for borrowing from the classroom.
6. Homework assignments should not require extensive copy work unless the writing of numbers or script is the skill being taught.
7. Homework must never serve a punitive or disciplinary function; learning, in school or at home, must always be a positive experience, rewarding for its own sake.

B. Assignment of Homework

1. The number, frequency, and degree of difficulty of homework assignments should be based on the ability and needs of the individual pupil.

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2. Homework should be assigned with clarity so that pupils know precisely what is expected of them. It may be helpful for teachers to post the homework assignment at the beginning of the class period and to encourage pupils to ask questions about any aspect of the assignment they do not fully understand. Homework should never be assigned hurriedly or in a confused manner.
3. Teachers should observe the following guidelines for the introduction and assignment of homework. Time allotments include all aspects of the homework assignment--outside reading, research, drill work, and the like.
 - a. Kindergarten
Home experiences related to classroom lessons should be assigned to pupils when appropriate.
 - b. Grades 1, 2
Formal homework assignments should be introduced in grade one. Lessons should be geared to the needs and abilities of individual pupils. The amount of time allocated should increase through the grades from fifteen to twenty minutes several times a week.
 - c. Grades 3 and 4
Homework should be regularly scheduled, should require no more than thirty minutes of preparation daily, and should be based on the needs and abilities of individual pupils.
 - d. Grades 5 and 6
Homework should be regularly scheduled, should require no more than sixty minutes of preparation daily, and should be based on the needs and abilities of individual pupils.

In departmentalized junior high or elementary grades, pupils' total daily homework load and out-of-school responsibilities should be considered in determining the amount of homework to be assigned. Teachers on each grade level or team will meet once a week or as required to review time estimates of homework to be assigned.

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e. Grades 7 and 8

Homework should be regularly scheduled, should require no more than one hundred and twenty minutes of preparation daily, and should be based on the needs and abilities of individual pupils.

Major tests that require substantial periods of study will be taken into consideration in determining the total estimated homework load.

4. To the degree reasonably possible, teachers should plan and announce homework assignments, especially long term assignments, well in advance so that pupils can adjust their schedules appropriately.
5. Pupils should be encouraged or required to maintain a homework assignment book, in which the pupil records his/her daily assignment. Pupils and parent(s) or legal guardian(s) may be asked to record the time necessary to complete each assignment; this information will assist teachers in verifying their estimates of the length of time a given assignment will require.
6. A teacher may accede to a parent(s) or legal guardian(s) request for additional homework assignments for a pupil, provided the teacher, in his/her discretion, believes that the pupil will benefit from the assignment.
7. A pupil who has been absent from school will be given an opportunity to make up homework assignments, provided the assignments are completed during a period equal to the length of his/her absence. That period may be extended for the completion of long term assignments.
8. The parent(s) or legal guardian(s) of an absent pupil may request homework assignments to be completed during the pupil's absence. Teachers are expected to comply with any such request.

C. Evaluation of Homework

1. All homework must be evaluated by the teacher and the teacher's evaluation must be communicated to the pupil. Homework is not a learning activity if the pupil receives no acknowledgment of his/her work and no appraisal or criticism of it.

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2. Teachers should insist on high standards of quality in homework. The homework lesson should teach the values of thorough preparation, careful research, neat execution, thoughtful work, and prompt submission.

D. Checklist for Teachers

Teachers should be able to answer affirmatively the following questions about a homework assignment.

1. Does the homework serve a valid purpose?
2. Is it well within the capacities of the pupil?
3. Has the class been thoughtfully motivated for the work?
4. Does the assignment grow out of school experience?
5. Is the work related to pupils' interests? Is it interesting?
6. Does the assignment extend pupils' fund of information?
7. Is the work adapted to individual needs, interests, and capacities?
8. Are pupils entirely clear about what they are to do?
9. Can the pupils do the work without the assistance of parent(s) or legal guardian(s) or others?
10. Is the assignment a reasonable one and evenly scheduled in view of the pupil's home conditions?
11. Does the assignment minimize the temptation merely to copy information?
12. Can the homework be evaluated fairly and/or be used in the daily program?

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Acceptable Use of Computer Network/
Computers and Resources

R 2361 ACCEPTABLE USE OF COMPUTER NETWORK/COMPUTERS AND RESOURCES

The school district provides computer equipment, computer services, and Internet access to its pupils and staff for educational purposes only. The purpose of providing technology resources is to improve learning and teaching through research, teacher training, collaboration, dissemination and the use of global communication resources. The “system administrators” referred to herein as employees of the school district who administer the school district computer network/computers and the system administrators reserve the right to monitor all activity on network/computer facilities/computers.

Because of the complex association between so many government agencies and computer networks/computers, the end user of these computer networks/computers must adhere to strict regulations. Regulations are provided here so that staff, community, and pupil users and the parent(s) or legal guardian(s) of pupils are aware of their responsibilities. The school district may modify these regulations at any time by publishing modified regulations on the network and elsewhere. The signatures of the pupil and his/her parent(s) or legal guardian(s) on the district-approved consent and waiver agreement are legally binding and indicate that the parties have read the terms and conditions carefully, understand their significance, and agree to abide by the rules established under Policy and Regulation No. 2361.

Pupils are responsible for good behavior on computer networks/computers just as they are in a classroom or a school hallway. Communications on the computer network/computers are often public in nature. Policies and Regulations governing behavior and communications apply. The school district’s networks, Internet access and computers are provided for pupils to conduct research and communicate with others. Access to computer network services/computers is given to pupils who agree to act in a considerate and responsible manner. Parent permission is required. Access is a privilege—not a right. Access entails responsibility. Individual users of the district computer network/computers are responsible for their behavior and communications over the computer network/computers. It is presumed that users will comply with district standards and will honor the agreements they have signed.

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Beyond the clarification of such standards, the district is not responsible for the actions of individuals utilizing the computer network/computers who violate the policies and regulations of the Board.

Computer network/computer storage areas shall be treated in the same manner as other school storage facilities. Computer network/computer administrators may review files and communications to maintain system integrity and ensure that users are using the system responsibly. Users should not expect that files stored on district servers will always be private.

Within reason, freedom of speech and access to information will be honored. During school, teachers of younger pupils will guide them toward appropriate materials. Outside of school, families bear the same responsibility for such guidance as they exercise with information sources such as television, telephones, movies, radio and other potentially offensive media. As outlined in Board policy and procedures on pupil rights and responsibilities, copies of these are available in school offices. Behavior including but not limited to the following are prohibited:

1. Sending or displaying offensive messages or pictures;
2. Using obscene language and/or accessing visual depictions that are obscene as defined in section 1460 of Title 18, United States Code;
3. Using or accessing visual depictions that are child pornography, as defined in section 2256 of Title 18, United States Code;
4. Using or accessing visual depictions that are harmful to minors including any pictures, images, graphic image file or other visual depiction that taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or
5. Depicts, describes, or represents in a patently offensive way, with respect to what is suitable for minors, sexual acts or conduct; or taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

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6. Harassing, insulting or attacking others;
7. Damaging computers, computer systems or computer network/computers;
8. Violating copyright laws;
9. Using another's password;
10. Trespassing in another's folders, work or files;
11. Intentionally wasting limited resources;
12. Employing the computer network/computers for commercial purposes; and/or
13. Engaging in other activities that do not advance the educational purposes for which computer network/computers are provided.

INTERNET SAFETY

Compliance with Children's Internet Protection Act

The school district has technology protection measures for all computers in the school district, including computers in media centers/libraries, that block and/or filter visual depictions that are obscene, child pornography and harmful to minors as defined in 2,3, and 4 above and in the Children's Internet Protection Act. The school district will certify the schools in the district, including media centers/libraries are in compliance with the Children's Internet Protection Act and the district enforces Policy 2361.

Compliance with Neighborhood Children's Internet Protection Act

Policy 2361 and this Regulation establishes an Internet safety policy and procedures to address:

1. **Access by minors to inappropriate matter on the Internet and World Wide Web;**
2. The safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications;

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3. Unauthorized access, including “hacking” and other unlawful activities by minors online;
4. Unauthorized disclosures, use, and dissemination of personal identification information regarding minors; and
5. Measures designed to restrict minors’ access to materials harmful to minors.

Notwithstanding the visual depictions defined in the Children’s Internet Protection Act and as defined in 2, 3, and 4 above, the Board shall determine Internet material that is inappropriate for minors. The Board will provide reasonable public notice and will hold one annual public hearing during a regular monthly Board meeting or during a designated special Board meeting to address and receive public community input on the Internet safety policy - Policy and Regulation 2361.

Information Content and Uses of the System

Users agree not to publish on or over the system any information which violates or infringes upon the rights of any other person or any information which would be abusive, profane or sexually offensive to an average person, or which, without the approval of the system administrators, contains any advertising or any solicitation of other members to use goods or services. The user agrees not to use the facilities and capabilities of the system to conduct any business or solicit the performance of any activity, which is prohibited by law.

Because the school district provides, through connection to the Internet, access to other computer systems around the world, pupils and their parent(s) or legal guardian(s) understand that the Board and system administrators have no control over content. While most of the content available on the Internet is innocuous and much of it a valuable educational resource, some objectionable material exists. The Board will provide pupil access to Internet resources only in supervised environments and has taken steps to lock out objectionable areas to the extent possible, but potential dangers remain. Pupils and their parent(s) or legal guardian(s) are advised that some systems may contain defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or otherwise illegal material. The Board and the system administrators

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do not condone the use of such materials and do not permit usage of such materials in the school environment. Parent(s) or legal guardian(s) having accounts on the system should be aware of the existence of such materials and monitor home usage of the school district computer network. Pupils knowingly bringing such materials into the school environment will be disciplined in accordance with Board policies and regulations and such activities may result in termination of such pupils' accounts on the computer network and their independent use of computers.

On-line Conduct

Any action by a pupil or other user of the school district's computer network/computers that is determined by a system administrator to constitute an inappropriate use of computer network/computers resources or to improperly restrict or inhibit other members from using and enjoying those resources is strictly prohibited and may result in limitation on or termination of an offending member's account and other action in compliance with the Board policy and regulation. The user specifically agrees not to submit, publish, or display any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or otherwise illegal material; nor shall a user encourage the use, sale, or distribution of controlled substances. Transmission of material, information or software in violation of any local, state or federal law is also prohibited and is a breach of the Consent and Waiver Agreement.

Users and their parent(s) or legal guardian(s) specifically agree to indemnify the Rockaway Borough School District and the system administrators for any losses, costs, or damages, including reasonable attorneys' fees incurred by the Board relating to, or arising out of any breach of this section by the user.

Computer network/computer resources are to be used by the user for his/her educational use only; commercial uses are strictly prohibited.

Software Libraries on the Network

Software libraries on the network are provided to pupils as an educational resource. No pupil may install, upload, or download software without the expressed consent of the system administrator. Any software having the purpose of damaging other

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members' accounts on the school district computer network/computers (e.g., computer viruses) is specifically prohibited. The system administrators, at their sole discretion, reserve the rights to refuse posting of files and to remove files. The system administrators, at their sole discretion, further reserve the right to immediately limit usage or terminate the account or take other action consistent with the Board's policies and regulations of a member who misuses the software libraries.

Copyrighted Material

Copyrighted material must not be placed on any system connected to the computer network/computers without the author's specific written permission. Only the owner(s) or persons they specifically authorize may upload copyrighted material to the system. Members may download copyrighted material for their own use in accordance with Policy and Regulation Nos. 2531, Copying Copyrighted Materials. Any member may also noncommercially redistribute a copyrighted program with the expressed written permission of the owner or authorized person. Permission must be specified in the document, on the system, or must be obtained directly from the author.

Public Posting Areas (Message Boards/Usenet Groups)

Usenet messages are posted from systems connected to the Internet around the world and the school district system administrators have no control of the content of messages posted from these other systems. To best utilize system resources, the system administrators will determine which Usenet groups are most applicable to the educational needs of the school district and will carry these groups on the school district computer network. The system administrators, at their sole discretion, may remove messages posted locally that are deemed to be unacceptable or in violation of the Board policies and regulations. The system administrators, at their sole discretion, further reserve the right to immediately terminate the account of a member who misuses the message boards or Usenet groups.

Real-time, Interactive, Communication Areas

The system administrators, at their sole discretion, reserve the right to monitor and immediately limit the use of the computer network/computers or terminate the account of a member who misuses real-time conference features (talk/chat/Internet relay chat).

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Electronic Mail

Electronic mail ("E-mail") is an electronic message sent by or to a member in correspondence with another person having Internet mail access. All messages sent and received on the school district computer network must have an educational purpose and are subject to review. Messages received by the system are retained on the system until deleted by the recipient or for a maximum of fifteen days. A canceled account will not retain its E-mail. Members are expected to remove old messages within fifteen days or the system administrators may remove such messages. The system administrators may inspect the contents of E-mail sent by one member to an addressee, or disclose such contents to other than the sender or a recipient when required to do so by the Board policy, regulation or other laws and regulations of the State and Federal governments. The Board reserves the right to cooperate fully with local, state, or federal officials in any investigation concerning or relating to any E-mail transmitted on the school district computer network/computers.

Disk Usage

The system administrators reserve the right to set quotas for disk usage on the system. A member who exceeds his/her quota of disk space will be advised to delete files to return to compliance with predetermined quotas. A member who remains in noncompliance of disk space quotas after seven school days of notification will have their files removed by a system administrator.

Security

Security on any computer system is a high priority, especially when the system involves many users. If a member feels that he/she can identify a security problem on the computer network, the member must notify a system administrator. The member should not inform individuals other than the system administrators or other designated members of the school district staff of a security problem. Professional staff may allow individuals who are not members to access the system through the staff personal account as long as the staff person does not disclose the password of the account to the individuals and understands that the staff person assumes responsibility for the

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actions of individuals using his/her account. Members may not otherwise allow others to use their account and password. Passwords to the system should not be easily guessable by others, nor should they be words, which could be found in a dictionary. Attempts to log in to the system using either another member's account or as a system administrator will result in termination of the account. Members should immediately notify a system administrator if a password is lost or stolen, or if they have reason to believe that someone has obtained unauthorized access to their account. Any member identified as a security risk will have limitations placed on usage of the computer network/computers or may be terminated as a user and be subject to other disciplinary action.

Vandalism

Vandalism will result in cancellation of system privileges and other disciplinary measures in compliance with the District's discipline code. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the system, or any of the agencies or other computer network/computers that are connected to the Internet backbone or of doing intentional damage to hardware or software on the system. This includes, but is not limited to, the uploading or creation of computer viruses.

Printing

The printing facilities of the computer network/computers should be used judiciously. Printing for other than educational purposes is prohibited.

Internet Sites and the World Wide Web

The system administrator may establish an Internet site(s) on the World Wide Web or other Internet locations. Such sites shall be administered and supervised by the system administrator, who shall ensure that the content of the site complies with federal, state and local laws and regulations as well as Board policies and regulations.

Violations

Violations of the Acceptable Use of Computer Network/Computers and Resources may result in a loss of access as well as other disciplinary or legal action. Disciplinary action shall be taken as indicated in Policy and Regulation Nos. 2361, Acceptable Use of Computer Network/Computers and Resources, No. 5600, Pupil Discipline, No. 5610, Suspension and No. 5620, Expulsion as well as possible legal action and reports to the legal authorities and entities.

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Determination of Consequences for Violations

The particular consequences for violations of this policy shall be determined by the Educational Technology Coordinator in matters relating to the use of computer networks/computers and by the Principal in matters of school suspension. The Superintendent or designee and the Board shall determine when school expulsion and/or legal action or actions by the authorities are the appropriate course of action.

Individuals violating this policy shall be subject to the consequences as indicated in Regulation No. 2361 and other appropriate discipline, which includes but is not limited to:

1. Use of Computer Network/Computers only under direct supervision;
2. Suspension of network privileges;
3. Revocation of network privileges;
4. Suspension of computer privileges;
5. Revocation of computer privileges;
6. Suspension from school;
7. Expulsion from school; and/or
8. Legal action and prosecution by the authorities.

Decisions of the Educational Technology Coordinator may be appealed in accordance with Policy No. 5710 Pupil Grievances.

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Guidance and Counseling
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R 2411 GUIDANCE AND COUNSELING

A. Counseling Services

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

B. Career Awareness and Exploration

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

1. Assist pupils in making informed educational and occupational choices;

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2. Encourage pupils to maintain portfolios consisting of accomplishments related to the Cross Content Workplace Readiness Standards;
3. Develop pupil competency in self management, educational and occupational exploration and career planning;
4. Make pupils aware of the relationship among personal qualities, education, training and the world of work; and
5. Acquaint pupils with the relationship between achieving academic standards and the attainment of career goals.

C. Consulting Services

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

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Guidance and Counseling
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- g. Cooperation with business and industry to facilitate pupil job placement and vocational training, and
- h. Maintenance of a library of occupational and educational information.

D. Evaluation

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

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

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Home Instruction Due to Health Condition

R 2412 HOME INSTRUCTION DUE TO HEALTH CONDITION (M)

The Board of Education shall provide instructional services to an enrolled student whether a general education student in Kindergarten through grade twelve or special education student age three to twenty-one, when the student is confined to the home or another out-of-school setting due to a temporary or chronic health condition or a need for treatment that precludes participation in their usual education setting, whether general education or special education.

A. Request For Home Instruction Due To A Temporary or Chronic Health Condition

1. The parent shall submit a request to the School Principal that includes a written determination from the student's physician documenting the projected need for confinement at the student's residence or other treatment setting for more than ten consecutive school days or twenty cumulative school days during the school year.
2. The School Principal shall forward the written determination to the school physician, who shall verify the need for home instruction. The school physician may contact the student's physician to secure additional information concerning the student's diagnosis or need for treatment, and shall either verify the need for home instruction or shall provide reasons for denial to School Principal.
3. The School Principal shall notify the parent concerning the school physician's verification or reasons for denial within five school days after receipt of the written determination by the student's physician.

B. Providing Services

1. The school district shall provide instructional services within five school days after receipt of the school physician's verification or, if verification is made prior to the student's confinement, during the first week of the student's confinement to the home or out-of-school setting.
2. The school district shall be responsible for the costs of providing instruction in the home or out-of-school setting either directly, through online services, including any needed equipment, or through contract with another district Board of Education, Educational Services Commission, Jointure Commission, or approved clinic or agency for the following categories of students:
 - a. A student who resides within the area served by this Board of Education and is enrolled in a public school program; or

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Home Instruction Due to Health Condition

- b. A student who is enrolled in a nonpublic school that is located within the area served by this Board of Education pursuant to N.J.S.A. 18A:46A-1 et seq.

C. Minimum Standards For Home or Out-of-School Instruction

1. The district shall establish a written plan for the delivery of instruction to continue the student's academic progress and to maintain a record of delivery of instructional services and student progress.
2. The teacher providing instruction shall be a certified teacher.
3. The teacher shall provide instruction for the number of days and length of time sufficient to continue the student's academic progress and dependent upon the student's ability to participate.
4. For a student with disabilities, the home instruction shall be consistent with the student's Individualized Education Plan (IEP) to the extent appropriate, and shall meet the Core Curriculum Content Standards. When the provision of home instruction will exceed thirty consecutive school days in a school year, the IEP team shall convene a meeting to review and, if appropriate, revise the student's IEP.
5. For a student without a disability, the home instruction shall meet the Core Curriculum Content Standards and the requirements of the Board of Education for promotion to the next grade level. When the provision of home instruction will exceed sixty calendar days, the school physician shall refer the student to the Child Study Team for evaluation pursuant to N.J.A.C. 6A:14.

Issued: January 11, 2017

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R 2414 AT RISK PUPILS

A. Assessment

1. School district personnel will use a variety of tests and/or assessments to determine if a pupil should be categorized as at risk of not meeting the proficiencies of the New Jersey Core Curriculum Content Standards.
2. Information regarding the district's assessment program, along with interpretive materials, will be released to the public as required by rules of the State Board of Education.

B. Basic Skills Improvement Program

The Basic Skills Improvement Program to be prepared and recommended to the Board will provide for:

1. The enrollment in preventive and remedial programs shall be required for pupils at risk who do not meet New Jersey Curriculum Content Standards Assessments;
2. The screening of pupils, within one month of enrollment, to determine whether they should be enrolled in preventive and remedial programs;
3. Supplemental instructional and related activities and services responsive to identified deficiencies and designed to meet the academic, social, economic, and environmental needs of pupils;
4. Evaluation of the progress of pupils toward proficiency in meeting the New Jersey Core Curriculum Content Standards;
5. Evaluation of the effectiveness of the district at risk program, in terms of pupil gains and other relevant factors;
6. A detailed budget for the administration, personnel, supplies, equipment, training of staff, and health and community services required for the at risk program;

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At Risk Pupils

7. Both the pupil and the pupil's parent(s) or legal guardian(s) will be notified of the pupil's need for at risk education. Notification will be made in writing in the language or mode of communication that is understood by the pupil and the parent(s) or legal guardian(s);
8. Continuing communication between teaching staff members and the parent(s) or legal guardian(s) of pupils receiving at risk education;
9. Evaluation and remediation of pupils who demonstrate deficiencies at the end of the eleventh grade and during the twelfth grade will be conducted in accordance with Policy No. 5460 on High School Graduation;
10. Programs and services may be offered during the regular school day, beyond the school day or in the summer; and
11. The Board shall provide training for the staff necessary to implement the programs and services for pupils at risk.

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R 2415 TITLE I SERVICES

The Board of Education elects to augment the instructional program of educationally deprived pupils by projects supported by federal funds allocated under Title I - The Improving America's Schools Act of 1994 (IASA) (Public Law 103-382) Part A and Part C Subpart 2.

Purpose

The purpose of Title I is to enable schools to provide opportunities for children served to acquire the knowledge and skills contained in the challenging State content standards and to meet the challenging State performance standards developed for all children.

Title I Grants

The school district is eligible to receive a Basic Grant. The amount of the grant shall be in accordance with Federal and State Title I guidelines. The school district may be eligible for the following Title I grants:

- A. Basic Grant - The school district is eligible for a Basic Grant based on State expenditure levels, county poverty levels and number of eligible children in accordance with the Title I guidelines and regulations.
- B. Concentration Grants - The county may be eligible for a Concentration Grant based on the number of Title I eligible children in the county or on the county's poverty rate. The school district is eligible for the Concentration Grant if the county does not qualify for the grant and if the school districts where pupil poverty rates exceed those of the county where they live. Concentration Grants will be distributed to the county and/or the school district in accordance with all Title I guidelines and regulations.
- C. Target Grants - The school district is eligible to receive a Target Grant if it has at least ten formula children and if the number of low-income children is at least five percent of the total school population, aged 5 to 17 years old. Target Grants will be distributed in accordance with the Title I guidelines and regulations.

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Title I Services

Application Procedure

- A. The school district will submit an application and plan for Consolidated Grant funds to the New Jersey Department of Education for approval. The school district plan and application must describe:
 1. Any additional high quality assessments, if any, other than those described in the State Plan, that the school district and the individual schools will use to;
 - a. Determine success in meeting the State's pupil performance standards;
 - b. Provide information on individual pupil progress;
 - c. Assist in diagnosis, teaching and learning in the classroom that will enable children served under the Title I to meet the State standards and attain success in the local curriculum; and
 - d. Determine that revisions are needed to Title I projects to facilitate the above.
 2. Indicators that will be used to provide information on individual pupil progress toward meeting the State performance standards and to aid in improving instruction;
 3. The professional development activities;
 4. Poverty criteria used to select eligible school attendance areas;
 5. How pupils most in need of services in non school-wide schools will be selected;
 6. How the school district will coordinate and integrate services provided with other educational services, federal programs and programs provided by other State agencies, at the school district or individual school level;
 7. Plans to provide for and include eligible children in private schools;

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8. How school improvement and corrective action will be carried out;
- B. The school district will develop the Title I plan in consultation with parent(s) or legal guardian(s) of children in schools served under Title I.

Program Requirement, Determination and Allocation of Funds

- A. Determination - Title I funds will be used only in eligible school attendance areas as designated in the Title I guidelines and regulations. In order for a school to be designated as an eligible school attendance area, for Title I purposes, the percentage of children from low-income families in the school attendance area must be at least as high as the percentage of children from low-income families in the school district as a whole.
- B. Ranking Order - The school district may rank its attendance areas by grade-span grouping or for the entire school district. If funds are insufficient to serve all eligible school attendance areas, the school district will:
 1. Annually rank, without regard to grade-span, eligible school attendance areas in which the concentration of children from low-income families exceeds 75% from highest to lowest according to the percentage of children from low income families; and
 2. Serve such eligible school attendance areas in rank order.
- C. Remaining Funds - If funds remain after serving these eligible school attendance areas, a school district will:
 1. Annually rank such agency's remaining eligible school attendance areas from highest to lowest either by grade span or for the entire local educational agency according to the percentage of children from low-income families; and
 2. Serve such eligible school attendance areas in rank order either within each grade-span grouping or within the school district as a whole.

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- D. Measures of Identification - The school district will use the best available measure for identifying children from low-income families to identify eligible school attendance areas, determine the ranking of each area and to determine allocations. This measure shall be the number of children ages five through seventeen in poverty counted in the most recent census date, the number of children eligible for free and reduced-price lunches under the National School Lunch Act, the number of children in families receiving assistance under the Aid to Families with Dependent Children program, the number of children eligible to receive medical assistance under the Medicaid program, or a composite of such indicators. This requirement is not applicable if the school district has a total enrollment of less than 1,000 children.
- E. Waiver for Desegregation Plan - The U.S. Secretary of Education may approve the school district's written request for a waiver of the eligible attendance area requirements in accordance with Title I guidelines and regulations.
- F. School District Discretion - In general the school district may:
1. Designate as eligible any school attendance area or school in which at least 35% of the children are from low-income families;
 2. Use Title I funds in a school that is not in an eligible school attendance area, if the percentage of children from low-income families enrolled in the school is equal to or greater than the percentage of such children in a participating school attendance area of such agency;
 3. Elect not to serve an eligible school attendance area or eligible school that has a higher percentage of children from low-income families if:
 - a. The school meets the comparability requirements;
 - b. The school is receiving supplemental funds from other state or local sources; and

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Title I Services

- c. The funds expended from other sources are equal to or exceed the amount that would be provided under Title I.
 4. SPECIAL RULE: If a Local Educational Agency (LEA) chooses not to serve an eligible school attendance area, the number of children attending private elementary and secondary schools who are to receive services, and the assistance such children are to receive under this part, shall be determined without regard to whether the public school attendance area in which such children reside receives Title I funds.
- G. Allocations: In general:
 1. The school district will allocate Title I funds to eligible school attendance areas or eligible schools, in rank order, on the basis of the total number of children from low-income families in each area or school.
 2. The per-pupil amount of funds allocated to each school attendance area or school shall be at least 125% of the per pupil amount of funds the school district received for that year under the poverty criteria described by the school district's plan. This will not apply if the school district only serves schools in which the percentage of such children is 35% or greater.
 3. The school district may reduce the amount of funds allocated for a school attendance area or school by the amount of any supplemental state and local funds expended in that school attendance area or school for programs that meet the requirements for school-wide or target assistance schools.
 4. The school district will reserve Title I funds as necessary to provide services comparable to those provided to children in schools funded with Title I funds to serve:
 - a. Where appropriate, eligible homeless children who do not attend participating schools, including providing educationally related support services to children in shelters;
 - b. Children in local institutions for neglected or delinquent children; and

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- c. Where appropriate, neglected and delinquent children in community day school programs.
- H. Children Enrolled in Private Schools - The school district will offer Title I services to eligible children enrolled in private elementary and secondary schools. The services and benefits will be equitable in comparison to services and benefits for participating public school children. The school district will contact the private school in writing and consult with private school officials before the school district makes any decision that affects the private school children. This consultation shall include the following:
 1. Criteria for low income;
 2. How the children's needs will be identified;
 3. What services will be offered;
 4. How and where the services will be provided; and
 5. How the services will be assessed and the size and scope of equitable services to be provided to the eligible private school children and the proportion of funds allocated for such services.

The school district will keep records of the consultation with the private school officials and funds will be allocated to private schools in accordance with Title I guidelines and regulations.
- I. Coordination Requirements - The school district will provide the State Department of Education assurances that it will provide the maximum coordination between the Title I program, the regular school program and services provided by other programs for specialized populations. The Title I program will consider the special needs of homeless children, migrant children, disabled children and Limited English Proficient (LEP) children. Title I funds will be reserved so that migrant children who are otherwise eligible to receive Title I service, even if they arrive in the school year, are served.
- J. Application Procedures - The school district may apply for Title I funds under Basic Grants, Concentration Grants and Local Neglected or Delinquent (N or D) Grants either individually or cooperatively with other school districts in accordance with Title I guidelines and regulations.

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- K. Submission of Application - The school district will submit its Title I application and supporting information in accordance with Title I guidelines and regulations.
- L. Application Review - The Department of Education will review the school district's application in accordance with Title I guidelines and regulations.

Fiscal Requirements

- A. The amount of funds the school district may be entitled to is based on the school district formula count as indicated in the Title I guidelines and regulations. The school district will use Title I funds for projects designed to provide supplemental services to meet the special educational needs of educationally deprived children at the preschool, elementary and secondary school levels. Title I funds will only be used to pay for authorized activities as indicated in the school district's application and plan and as provided for in the Title I guidelines and regulations.
- B. Utilization - The school district may use Title I funds for projects designed to provide supplemental services to meet the special education needs of educationally deprived children at the preschool, elementary and secondary school levels. Funds will be used and the funds will only pay for Title I activities in accordance with Title I guidelines and regulations.
- C. Maintenance Of Effort - The school district may receive the full Title I allocation if the State Department of Education determines that either the school district's per pupil expenditures or aggregate expenditures of State and local funds for free public education in the preceding year were not less than 90% of the expenditures for the second preceding year. The school district's allocation will be reduced by the exact percentage that the school district failed to meet the 90% level.
- D. Comparability of Services - Title I funds will be used only to supplement the district's regular programs and will not be used to supplant state and local funds received by this district. The school district will use state and local funds to provide educational services in schools receiving Title I assistance that, taken as a whole, are at least comparable to

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services being provided in schools that are not receiving Title I assistance. Moreover, state and local funds will be used to provide comparable services in all schools receiving Title I assistance.

In order to achieve comparability of services, the Board directs the Superintendent to assign teachers, administrators, and auxiliary personnel and to provide curriculum materials and instructional supplies to schools and classes in such a manner as to ensure equivalence throughout the district in professional services and educational materials.

Title I services provided to private school pupils will be equivalent to those provided to public school pupils.

- E. Supplement - The school district will use Title I funds to supplement, and to the extent practicable, increase the level of funds that would, in the absence of such funds, be made available from non-federal sources for the education of pupils participating in Title I programs and projects.
- F. Capital Expenses - The school district may apply to the State Department of Education for costs associated with capital expenses incurred to provide equitable services for eligible private school children.
- G. Property - Property acquired through Title I funds for use in public or private schools will be acquired in accordance with the Public School Contracts Law, will be held in title by the Board of Education, and will not be used for other purposes so long as it is required in the Title I program. Property no longer required for Title I purposes will be used for other, similarly funded projects or disposed of in accordance with state and federal guidelines.

20 U.S.C.A. 3801 et seq.
34 C.F.R. Part 200
20 U.S.C.A. 6301 et seq.
Title I Program Guidelines, New Jersey Department of Education

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R 2415.20 NO CHILD LEFT BEHIND COMPLAINTS

Pursuant to 20 USC 7844, Sec 9304 (a)(3)(C), of the No Child Left Behind Act of 2001 (NCLB), a Board of Education shall adopt a policy and written procedures that offer parent(s) or legal guardian(s), public agencies, other individuals, or organizations a method for receipt and resolution of complaints alleging violations in the administration of the NCLB programs.

- A. Complaint Procedure Alleging A Violation By A School, School District, Or Other Agency Authorized By The School District Or The New Jersey Department Of Education (NJDOE)
1. A Complaint is a written allegation that a school, school district, other agency authorized by the school district, or the NJDOE has violated the law in the administration of education programs required by the NCLB Act.
 2. A Complaint shall identify:
 - a. The alleged NCLB violation;
 - b. The facts supporting the alleged violation; and
 - c. Any supporting documentation.
 3. A Complaint may be submitted in writing or electronically. If a Complaint is submitted electronically, a hard copy should also be sent to the NJDOE via regular mail at the address indicated below.
 4. A Complaint shall be submitted to the Superintendent of Schools. The Complaint shall be in writing and shall be mailed, hand-delivered, or electronically submitted to the Superintendent of Schools.
 5. The Superintendent of Schools shall be responsible to coordinate the investigation of the allegations in the Complaint.
 - a. The Superintendent of Schools shall acknowledge receipt of the Complaint to the complainant within ten business days of receipt of the Complaint.
 - b. The Superintendent of Schools may meet with building and district administrative staff, teaching staff, support staff, pupils, and/or the complainant(s) to determine if a violation of the administration of a NCLB program has occurred.

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- c. The Superintendent of Schools may request additional information from the complainant regarding the Complaint.
 - d. The Superintendent of Schools shall submit a written report regarding the outcome of the investigation to the complainant.
 - e. If the outcome of the investigation concludes a violation has occurred, the Superintendent of Schools shall identify and impose the appropriate consequences or corrective action to resolve the Complaint.
 - f. The outcome of the investigation may conclude the Complaint alleges a violation in the administration of a program by the NJDOE and the complainant shall be informed of the NJDOE Complaint Policy and Procedures as outlined in B. below.
6. If the complainant is not satisfied with the outcome of the investigation, the complainant may initiate a Complaint by submitting a written Complaint to the NJDOE to the attention of the County Superintendent. A list of the County Offices of Education and County Superintendents can be found at <http://www.state.nj.us/njded/regions/> or by calling (609) 292-4469.
7. When a written Complaint is received by the County Superintendent, the appropriate NJDOE personnel will issue a Letter of Acknowledgement to the complainant within ten business days of receipt of the Complaint. This letter shall contain the following information:
- a. The date the Complaint was received;
 - b. A brief statement of the manner in which the NJDOE will investigate the Complaint;
 - c. If necessary, request for additional information regarding the Complaint;
 - d. The name and phone number of a contact person for status updates; and

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e. A tentative resolution date that is sixty days from the date the written Complaint was received by the County Office.

(1) Based on the facts of the alleged violation, an extension of time may be required to resolve the Complaint. If an extension is required, the appropriate NJDOE personnel will issue a follow-up letter prior to the initial resolution date informing the complainant of the revised timeframe.

8. The County Superintendent will coordinate the investigation of a Complaint. When the investigation is complete, the County Superintendent will notify the complainant in writing regarding the outcome of the investigation.

9. If a violation has occurred, the Assistant Commissioner assigned to oversee the matter shall identify and impose appropriate consequences or corrective actions as required by regulation to resolve the Complaint.

10. If the complainant does not agree with the NJDOE's decision, the complainant may appeal to the United States Department of Education Secretary at:

Office of Hearings & Appeals
400 Maryland Avenue, SW
Washington, DC 20202-4611
(202) 619-9700

or at their website at:

<http://www.ed-oha.org/index.html>

B. Complaint Procedure Alleging A Violation By The New Jersey Department Of Education (NJDOE)

1. A Complaint is a written allegation the NJDOE has violated the law in the administration of education programs required by the NCLB.

2. A Complaint shall identify:

a. The alleged NCLB violation;

b. The facts supporting the alleged violation; and

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- c. Any supporting documentation.
3. To initiate a Complaint alleging the NJDOE has violated the administration of a NCLB program, a complainant must submit a written Complaint to the New Jersey Department of Education Chief of Staff or the United States Department of Education Secretary at the address indicated below. The NJDOE requests the complainant first contact the New Jersey Department of Education Chief of Staff to resolve the issue.

New Jersey Department of Education
Office of the Chief of Staff
P.O. Box 500
Trenton, New Jersey 08625-0500
(609) 292-4442

U.S. Department of Education
Office of Hearings & Appeals
400 Maryland Avenue, SW
Washington, DC 20202-4611
(202) 619-9700
<http://www.ed-oha.org/index.html>

- a. The date the Complaint was received;
 - b. A brief statement of the manner in which the Department of Education will investigate the Complaint;
 - c. If necessary, request for additional information regarding the Complaint;
 - d. The name and phone number of a contact person for status updates; and
 - e. A tentative resolution date that is sixty days from the date that the written Complaint was received.
4. When a written Complaint is received by the NJDOE, the Chief of Staff will assign the investigation of this Complaint to the Office of Strategic Initiatives and Accountability or other designated office. This Office will issue a Letter of Acknowledgement to the complainant within ten business days of receipt of the Complaint. This letter shall contain the following information:

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- (1) Based on the facts of the alleged violation, an extension of time may be required to resolve the Complaint. If an extension is required, the appropriate NJDOE personnel will issue a follow-up letter prior to the initial resolution date informing the complainant of the revised timeframe.
5. The NJDOE Office of Strategic Initiatives and Accountability will coordinate the investigation of a Complaint concerning an alleged violation by the NJDOE. When the investigation is complete, the Chief of Staff will notify the complainant in writing regarding the outcome of the investigation.
6. If it is determined a violation by the NJDOE has occurred, the Chief of Staff shall identify and impose appropriate consequences or corrective actions as required by regulation to resolve the Complaint.
7. If a complainant does not agree with the NJDOE's decision, the complainant may appeal to the United States Department of Education Secretary at the address above.

New Jersey Department of Education 1/26/07 Memorandum – No Child Left Behind Complaint Policy and Procedure

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Pupil Intervention and Referral Services

R 2417 PUPIL INTERVENTION AND REFERRAL SERVICES

- A. The Superintendent of Schools will establish and implement district-wide procedures for each school building in which general education pupils are served for the planning and delivery of intervention and referral services that are designed to assist pupils who are experiencing difficulties and to assist staff who have difficulties in addressing pupils' learning, behavior, or health needs in accordance with the requirements of N.J.A.C. 6A:16-8.1.
- B. Each Building Principal will establish an Intervention and Referral Services Team referred to as the Pupil Assistance Committee. The Pupil Assistance Committee will be comprised of the following:
1. The Principal or a member of the teaching staff other than special education, who is appointed by the Principal to act on his/her behalf and with his/her authority, shall act as chairperson;
 2. A member of the Child Study Team (CST);
 3. The staff member who referred a pupil in need of assistance or identified a school issue for discussion; and
 4. Such other school staff members as may effectively aid in the development and implementation of the assistance plan for a particular pupil.
 5. The district will provide support, guidance, and professional development to school staff who participate in each building's system for planning and providing intervention and referral services.
- C. Pupil Referral
1. A pupil not known to have a disability who is experiencing difficulty in the classroom may be referred to the by the classroom teacher or by his/her parent(s) or legal guardian(s). The pupil's parent(s) or legal guardian(s) shall be informed of any such referral.

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- a. The district will provide support, guidance, and professional development to school staff who identify learning, behavior, and health difficulties.
 2. When it appears that a referred pupil may have a disability, the Pupil Assistance Committee shall refer the pupil to the CST for evaluation pursuant to Policy No. 2460 for a determination of the pupil's eligibility for special education and/or related services.
 3. The Pupil Assistance Committee shall consult with the pupil's regular classroom teacher, parent(s) or legal guardian(s), and any school employee as appropriate to gather relevant information regarding the pupil's educational status, attendance, classroom behavior, and school conduct.
 4. The school nurse shall review the pupil's health records and inform the committee of any condition relevant to the pupil's difficulties. Any information regarding any infection with HIV virus or AIDS may be released only with the written permission of the adult pupil or the pupil's parent(s) or legal guardian(s).
 5. As appropriate, the Pupil Assistance Committee may consult with community-based social and health agencies that provide services to the pupil or the pupil's family.
- D. Intervention and Referral Action Plans
1. The Pupil Assistance Committee shall prepare a written action plan for referred pupils who require supportive services, modifications to their regular educational program, or assessment and referral to school or community-based social and/or health provider agencies.
 2. The intervention and referral services action plan shall:
 - a. Detail any modifications in the pupil's educational program,
 - b. List the persons who will implement the action plan,

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- c. Include any recommendations for assessment and referral to specified school or community-based social and/or health provider agencies,
 - d. Document parental notification of the pupil's referral and any change in educational placement or the withholding of parental notification because child abuse was suspected or federal rules mandated confidentiality in an alcohol or drug related matter,
 - e. The parent(s) or legal guardian(s) shall be actively involved in the development and implementation of any intervention and referral services action plans, and
 - f. Identify the committee member to monitor and review the pupil's progress.
3. The implementation and effectiveness of the intervention and referral services action plan shall be reviewed within eight calendar weeks from the beginning of its implementation. The committee shall consult the referring staff member for his/her assessment of the effectiveness of the plan.
 4. If the implementation of the action plan is determined to be ineffective, the plan shall be reviewed and amended as necessary. If the review indicates a disability, the pupil shall be referred to the CST.
- E. Records and Reports
1. Records of all requests for assistance, intervention and referral services action plans, and related pupil information shall be maintained in accordance with federal and State laws pursuant to N.J.A.C. 6A:16-8.2(a)9.
 2. At the end of the school year, the Principal shall, in consultation with the Pupil Assistance Committee, develop a report on the concerns and problems identified through committee discussions and documented in intervention and referral services action plans. The report shall include:

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- a. A description of the needs and issues identified through referrals to the committee,
- b. An identification and analysis of significant needs and issues that could facilitate school planning for the subsequent year,
- c. A description of activities planned in response to the needs and issues significant in school planning, and
- d. The Principal's report shall be given to the Board of Education and kept on file as a public record.

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R 2423 BILINGUAL AND ESL EDUCATION

A. Definitions

1. "Bilingual education program" means a full-time program of instruction in all those courses or subjects which a child is required by law or rule to receive, given in the native language of the limited English proficient pupils enrolled in the program and also in English; in the aural comprehension, speaking, reading, and writing of the native language of the limited English proficient pupils enrolled in the programs, in the aural comprehension, speaking, reading, and writing of English; and in the history and culture of the country, territory, or geographic area which is the native land of the parents of limited English proficient pupils enrolled in the program, and in the history and culture of the United States. All pupils in bilingual education programs receive English as a second language instruction.
2. "Bilingual part-time component" means a program alternative in which pupils are assigned to mainstream English program classes, but are scheduled daily for their developmental reading and mathematics instruction with a certified bilingual teacher.
3. "Bilingual resource program" means a program alternative in which pupils receive daily instruction from a certified bilingual teacher in identified subjects and with specific assignments on an individual pupil basis.
4. "Bilingual tutorial program" means a program alternative in which pupils are provided one period of instruction from a certified bilingual teacher in a content area required for graduation and a second period of tutoring in other required content areas.
5. "Dual language bilingual education program" means a full-time program of instruction in elementary and secondary schools which provide structured English language instruction and instruction in a second language in all content areas for LEP pupils and for native English speaking pupils enrolled in the program.

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6. "Educational needs" means the particular educational requirements of pupils of limited English proficiency, the fulfillment of which will provide them with equal educational opportunities.
7. "English as a second language (ESL) program" means a daily developmental second language program of up to two periods of instruction based on pupil language proficiency which teaches aural comprehension, speaking, reading, and writing in English using second language teaching techniques, and incorporates the cultural aspects of the pupil's experiences in their ESL instruction. A period is the time allocated in the school schedule for instruction in core subjects.
8. "English language fluency" means the ability to speak the language with sufficient structural accuracy; use vocabulary to participate effectively in most formal and informal conversations on practical, social, and school topics; read material for information; and complete forms and write essays and reports on familiar topics. Language fluency is not the same as language proficiency, which is the full command of language skills.
9. "English language proficiency test" means a test which measures English language skills in the areas of aural comprehension, speaking, reading, and writing.
10. "English language services" means services designed to improve the English language skills of pupils of limited English proficiency. These services, provided in school districts with less than ten pupils of limited English proficiency, are in addition to the regular school program and have as their goal the development of aural comprehension, speaking, reading, and writing skills in English.
11. "ESL standards for Pre-Kindergarten through grade twelve pupils" means the WIDA English Language Proficiency Standards for English Language Learners in Pre-Kindergarten through Grade Twelve, 2007 edition, developed by the World-Class Instructional Design and Assessment (WIDA) Consortium. These are the standards and language competencies limited English proficient pupils in Pre-Kindergarten programs and elementary and secondary schools need to become fully proficient in English and to have unrestricted access to grade-appropriate instruction in challenging academic subjects.

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12. "Exit criteria" means the criteria which must be applied before a pupil may be exited from a bilingual, ESL, or English language services education program.
13. "High-intensity ESL program" means a program alternative in which pupils receive two or more class periods a day of ESL instruction. One period is the standard ESL class and the other period is a tutorial or ESL reading class.
14. "Instructional program alternative" means a part-time program of instruction that may be established by a Board of Education in consultation with and approval of the New Jersey Department of Education. All pupils in an instructional program alternative receive English as a second language.
15. "Limited English proficient (LEP) pupils" means pupils from Pre-Kindergarten through grade twelve whose native language is other than English and who have sufficient difficulty speaking, reading, writing, or understanding the English language as measured by an English language proficiency test, so as to be denied the opportunity to learn successfully in the classrooms where the language of instruction is English. This term means the same as limited English speaking ability, the term used in N.J.S.A. 18A:35-15 to 26.
16. "Native language" means the language first acquired by the pupil, the language most often spoken by the pupil, or the language most often spoken in the pupil's home, regardless of the language spoken by the pupil.
17. "Parent(s)" means the natural parent(s) or the legal guardian(s), foster parent(s), surrogate parent(s), or person acting in the place of a parent with whom the pupil legally resides. Where parents are separated or divorced, parent means the person(s) who has legal custody of the pupil, provided such parental rights have not been terminated by a court of appropriate jurisdiction.
18. "Review process" is the process established by the Board of Education to assess limited English proficient pupils for exit from a bilingual, ESL, or English language services program.
19. "Sheltered English instruction" is an instructional approach used to make academic instruction in English understandable to LEP pupils. Sheltered English classes are taught by regular classroom teachers who have received training on strategies to make subject area content comprehensible for LEP pupils.

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B. Identification of Eligible Limited English Proficient (LEP) Pupils

1. The ESL teacher will determine the native language of each LEP pupil at the time of enrollment of the pupil in the school district. The ESL teacher will:
 - a. Maintain a census indicating all pupils identified whose native language is other than English; and
 - b. Report annually to the New Jersey Department of Education as part of the Fall LEP Enrollment Summary, the number of all LEP pupils whose native language is other than English and, of that group, the number who are LEP pupils.
2. The Board approved screening process, initiated by a home language survey, shall determine which pupils in Kindergarten to grade twelve, of those whose native language is other than English, must be tested to determine English language proficiency. The screening shall be conducted by a bilingual/ESL or other certified teacher and shall be designed to distinguish those pupils that are proficient English speakers and need no further testing.
3. The district shall determine the English language proficiency of all Kindergarten to grade twelve pupils, who are not screened out, whose native language is other than English by the administration of a Department of Education approved English language proficiency test assessing the level of reading in English, reviewing the previous academic performance of pupils as well as standardized tests in English and reviewing the input of teaching staff members responsible for the educational program for the limited English proficient pupils. Pupils who do not meet the New Jersey Department of Education standard on a Department-approved language proficiency test and who have at least one other indicator, are pupils of limited English proficiency. The district shall also use age-appropriate assessment methodologies to identify limited English proficient preschool pupils in order to determine their individual language development needs.

C. Bilingual Programs for Limited English Proficient Pupils

1. All Kindergarten through twelfth grade LEP pupils enrolled in the district will receive required courses and support services outlined in a. through g. below to prepare LEP pupils to meet the Core Curriculum Content Standards for high school graduation. This may include tutoring, after-school programs, summer

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programs, and remedial services as needed by LEP pupils. The district shall also provide appropriate instructional programs to eligible pre-school LEP pupils based on need according to the New Jersey Preschool Teaching and Learning Expectations: Standards of Quality (2004). These standards are guidelines for good practice and are intended for districts that provide preschool programs.

- a. English language services designed to improve English language proficiency of LEP pupils whenever there are one or more, but fewer than ten LEP pupils enrolled within the schools of the district. English language services shall be in addition to the regular school program.
- b. An ESL program that provides up to two periods of ESL instruction based on pupil language proficiency whenever there are ten or more LEP pupils enrolled within the schools of the district.
 - (1) The ESL curriculum that addresses the WIDA English Language Proficiency Standards as amended and supplemented shall be developed and adopted by the Board to address the instructional needs of LEP pupils.
 - (2) The ESL curriculum will be cross-referenced to the district's bilingual education and content area curricula to ensure that ESL instruction is correlated to all the content areas being taught.
- c. A bilingual education program will be established whenever there are twenty or more limited English proficient pupils in any one-language classification enrolled in the district pursuant to N.J.S.A. 18A:35-18. The bilingual education program shall:
 - (1) Be designed to prepare LEP pupils to acquire sufficient English skills and content knowledge to meet the Core Curriculum Content Standards. All LEP pupils participating in the bilingual program will also receive ESL instruction;
 - (2) Include a bilingual program curriculum that addresses the Core Curriculum Content Standards, the WIDA English Language Proficiency Standards, and the use of two languages. The bilingual education curriculum shall be adopted by the Board; and
 - (3) Include a full range of required courses and activities offered on the same basis and under the same rules that apply to all pupils within the district.

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- d. LEP pupils will be provided equitable instructional opportunities to participate in all non-academic courses necessary to meet the Core Curriculum Standards, including comprehensive health and physical education, the visual and performing arts and career awareness programs. These instructional opportunities shall be designed to assist LEP pupils to fully comprehend all subject matter and demonstrate their mastery of the content matter.
 - e. The district shall offer sufficient courses and other relevant supplemental instructional opportunities in grades nine through twelve to enable LEP pupils to meet the Core Curriculum Content Standards for graduation. When sufficient numbers of pupils are not available to form a bilingual class in a subject area, plans shall be developed in consultation with and approved by the New Jersey Department of Education to meet the needs of the pupils.
 - f. Additional programs and services shall be designed to meet the special needs of eligible LEP pupils and will include, but not be limited to: remedial instruction through Title I programs; special education; school-to-work programs; computer training; and gifted and talented education services.
 - g. The Board may establish dual language bilingual education programs in the schools and may make provisions for the coordination of instruction and services with the district's World Languages program. This program, if established by the Board, shall also enroll pupils whose primary language is English and shall be designed to help pupils achieve proficiency in English and in a second language while mastering subject matter skills. Instruction shall, to the extent necessary, be in all courses or subjects of study allowing pupils to meet all grade promotion and graduation standards. Where possible, these classes will be comprised of approximately equal numbers of pupils of limited English proficiency and of pupils whose native language is English.
2. The Board may establish a program in bilingual education for any language classification with fewer than twenty pupils.

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D. Waiver Process

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

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

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

1. The school district's bilingual, ESL, or English language services program plans shall be submitted to the New Jersey Department of Education every three years for approval. The plans will include the following information:
 - a. Identification of pupils;
 - b. Program description;
 - c. Number of certified staff hired for the program;
 - d. Bilingual and ESL curriculum development;
 - e. Evaluation design;

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- f. Review process for exit; and
 - g. A budget for bilingual and ESL programs and/or English language services programs. The budget must indicate how the bilingual categorical aid funds are directly related to the bilingual/ESL program instructional services and materials.
2. The district shall annually submit data on the number of LEP pupils served, exit data for the LEP pupils enrolled in the district, and data on the number of immigrant pupils enrolled in the district.
 3. The district's bilingual/ESL programs will be monitored and evaluated by the New Jersey Department of Education.
 4. A school that fails to make progress in meeting the New Jersey Department of Education's annual measurable achievement objectives, must separately inform the parent(s) or legal guardian(s) of an LEP pupil of the school's failure no later than thirty days after the failure occurs.
- F. Supportive Services
- Pupils enrolled in bilingual, ESL, or English language services programs shall have full access to educational services available to other pupils in the district. To the extent that it is administratively feasible, supportive services to LEP pupils, such as counseling, tutoring, and career guidance, should be provided by bilingual personnel who are familiar with and knowledgeable of the unique needs and background of LEP pupils and their parents.
- G. In-service Training
1. In-service training will be provided for bilingual, ESL, and mainstream teachers based on their needs and to include instructional strategies to help LEP pupils meet the Core Curriculum Content Standards and the WIDA English Language Proficiency Standards. All ESL and bilingual teachers will receive training in the use of the ESL curriculum.
 2. The Professional Development Plan of the district shall include the needs of bilingual and ESL teachers that shall be addressed through in-service training.
- H. Certification of Staff

All teachers in these programs will hold the following certifications:

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1. Bilingual Classes - a valid New Jersey instructional certificate with an endorsement for the appropriate grade level and/or content area, as well as an endorsement in bilingual education.
 2. ESL Classes - a valid New Jersey instructional certificate in English as a second language.
 3. English Language Services - a valid New Jersey instructional certificate.
- I. Bilingual, ESL, and English Language Services Program Enrollment, Assessment, Exit and Re-entry
1. All LEP pupils from Kindergarten through twelfth grade shall be enrolled in the bilingual, ESL, or English language services program.
 2. Pupils enrolled in a bilingual, ESL, or English language services program shall be assessed annually with a Department of Education approved English language proficiency test to determine their progress in achieving English language proficiency goals and readiness for exiting the program.
 3. LEP pupils enrolled in one of these programs shall be placed in a monolingual English program when they have demonstrated readiness to function successfully in an English only program. This process shall be initiated by the pupil's level of English proficiency as measured by a Department of Education established standard on an English language proficiency test, and the readiness of the pupil shall be further assessed on the basis of multiple indicators which shall, at a minimum, include classroom performance, the pupil's reading level in English, the judgment of the teaching staff member or members responsible for the educational program of the pupil, and performance on achievement tests in English according to P.L. 1991, c.12.
 4. A parent(s) or legal guardian(s) may remove a pupil who is enrolled in a bilingual education program pursuant to provisions in N.J.S.A. 18A:35-22.1.
 5. Pupils enrolled in a bilingual, ESL, or English language services program shall be assessed annually to determine their progress in achieving English language proficiency goals and readiness for exiting the program.

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6. Newly exited pupils who are not progressing in the mainstream English program may be considered for reentry to bilingual and ESL programs as follows:
 - a. After a minimum of one-half of an academic year and within two years of exit, the mainstream English classroom teacher, with the approval of the Building Principal, may recommend retesting.
 - b. A waiver of the minimum time limitation may be approved by the Executive County Superintendent upon request of the Superintendent if the pupil is experiencing extreme difficulty in adjusting to the mainstream program.
 - c. The recommendation for retesting will be based on the teacher's judgment that the pupil is experiencing difficulties due to problems in using English as evidenced by the pupil's inability to: communicate effectively with peers and adults; understand directions given by the teacher; and/or comprehend basic verbal and written materials.
 - d. The pupil shall be tested using a different form of the test or a different language proficiency test than the one used to exit the pupils.
 - e. If the pupil scores below the State established standard on the language proficiency test, the pupil shall be re-enrolled into the bilingual or ESL program.
7. When the review process for exiting a pupil from a bilingual, ESL, or English language services program has been completed, the pupil's parent(s) or legal guardian(s) shall be informed by mail of the determination of placement. If the parent(s), legal guardian(s) or teaching staff member disagrees with the placement, he/she may appeal the decision in writing to the Superintendent of Schools, who will provide a written explanation for the decision within twenty (20) working days. The complainant may appeal this decision in writing to the Board. The Board will review the appeal and respond in writing within forty-five calendar days. Upon exhausting an appeal to the Board, the complainant may appeal to the Commissioner of Education pursuant to N.J.S.A. 18A:6-9 and N.J.A.C. 6A:3.

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J. Graduation Requirements for Limited English Proficient Pupils

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

K. Location of Programs

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

L. Notification to Parents/Legal Guardians

1. The district will notify the parent(s) or legal guardian(s) of the LEP pupil by mail no later than thirty days after the beginning of the school year that their child has been identified as eligible for enrollment in a bilingual, ESL, or English language services program. The parent(s) or legal guardian(s) must be notified within two weeks of the pupil's placement in a bilingual, ESL, or English language services program, if the pupil has not been identified as a LEP pupil prior to the beginning of the school year.
 - a. The notice shall inform the parent(s) or legal guardian(s) why the pupil was identified as LEP and why the pupil needs to be placed in a bilingual, ESL, or English language services program;
 - b. The notice will include the pupil's level of English proficiency, how such level was assessed, and the pupil's academic level;
 - c. The notice will include the method of instruction that will be used to serve the pupil, including a description of other methods of instruction available and how those methods differ in content, instructional goals, and the use of English and a native language, if applicable;
 - d. The notice will inform the parent(s) or legal guardian(s) how the program will meet the specific needs of the pupil in attaining English and meeting State standards;

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- e. The notice will include the exit requirements, the expected rate of transition into a classroom not tailored for LEP pupils, and in the case of high school pupils, the expected rate of graduation;
 - f. The notice will inform the parent(s) or legal guardian(s) how the instructional program will meet the objectives of an individual education program of a pupil with a disability;
 - g. The notice will include written guidance on the rights that parents have to remove their child from a bilingual, ESL, or English language services program upon their request, in accordance with N.J.A.C. 6A:15-1.13, or to chose another program or method of instruction, if available, and how the parent(s) or legal guardian(s) will be provided assistance in selecting the best program to serve their child;
 - h. The notice will inform the parent(s) or legal guardian(s) they have the option of declining enrollment if they choose by providing notice to the district no later than ten days after receiving the eligibility notice-;
 - i. The notice shall be in writing and in the language of which the child of the parent(s) or legal guardian(s) so notified possesses a primary speaking ability, and in English-; and
 - j. Whenever the district determines, on the basis of a pupil's level of English proficiency, that a pupil should exit from a program of bilingual education, the district shall notify the parent(s) or legal guardian(s) of the pupil by mail.
2. The parent(s) or legal guardian(s) of pupils enrolled in a bilingual, ESL, or English language services program shall receive progress reports in the same manner and frequency as progress reports are sent to parent(s) and legal guardian(s) of other pupils enrolled in the school district.

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3. Progress reports shall be written in English and in the native language of the parent(s) or legal guardian(s) of pupils enrolled in the bilingual or ESL program unless it can be demonstrated and documented in the three-year plan that this requirement would place an unreasonable burden on the district.
4. The district shall notify the parent(s) or legal guardian(s) when pupils meet the exit criteria and are placed in a monolingual English program. The notice shall be in English and in the language in which the parent(s) or legal guardian(s) possesses a primary speaking ability.

M. Joint Programs

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

N. Parental Involvement

1. The Superintendent of Schools will provide for maximum practicable involvement of parent(s) or legal guardian(s) of LEP pupils in the development and review of program objectives and dissemination of information to and from the Boards of Education and communities served by the bilingual, ESL, or English language services education program.
2. A parent(s) or legal guardian(s) will be informed on how they can become involved in the education of their child and how they can actively participate in helping their child learn English, achieve at high levels in the core academic subjects, and meet State standards.
3. A district that implements a bilingual education program shall establish a parent advisory committee on bilingual education on which the majority will be parents or legal guardians of pupils of limited English proficiency.

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R 2431 ATHLETIC COMPETITION

The Rockaway Borough School District believes that extra-curricular/interscholastic activities are a valuable part of the entire education of each student. Participation in these programs, however, is considered a privilege and therefore students must adhere to the district's policy regarding academic eligibility, attendance, and good citizenship in and out of the classroom. Participation in extra-curricular/interscholastic athletic activities should be maintained and supported by academic standards. Each student should maintain high academic standards while pursuing extracurricular activities that contribute to a well-rounded education. Therefore, extra-curricular/interscholastic athletic eligibility requirements have been established to monitor and encourage student academic progress. The District must also hold itself accountable as educators, coaches, and club advisors to provide the students with opportunities to reach and maintain these standards and academic progress.

Extracurricular activities are defined as all activities EXCEPT those in which student participation is necessary to receive a grade in a course in which the student is currently enrolled. The Extra-Curricular Policy will affect participation in all extra-curricular/interscholastic athletic programs and activities, including, but not limited to, the following: All clubs, athletics including cheerleading, Student Government officers, Mathletes, musicals, Stage Crew, School Newspaper, Yearbook, etc.

The following guidelines pertain to all students participating in extra-curricular/interscholastic athletic activities:

- Any student that has earned an "F" or 2 "D's" in any subject prior to try-outs will be permitted to try-out or participate in the extra-curricular/interscholastic athletic activity. However, they will begin the season on probation.
- Academic progress for all students participating in extra-curricular/interscholastic athletic activities will be reported to the principal every two weeks by the advisor/coach.
- Students who are receiving two D's or one or more failures in ANY subject will be placed on academic probation for a period of two weeks. While on probation, students may participate in the activity. During this two-week period, the student must report to the academic assistance program (AAP) twice per week to work towards raising their grades to meet the eligibility standards. Failure to report to AAP will result in a two-week suspension from the extra-curricular/interscholastic activity.
- After the probation period, students who have met the eligibility standards will be removed from probation and restored to full eligibility.
- Students who did not meet the eligibility standards will be placed on suspension for a period of two weeks. During the two-week suspension, the student may not participate in the extra-curricular/interscholastic athletic activity. The student must attend the AAP twice per week to work towards raising their grades to meet the eligibility standards. Failure to report to the AAP will result in removal from the extra-curricular/interscholastic athletic activity.

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- After the two-week suspension period, students who meet the eligibility standards will be removed from suspension and placed on probation for the remainder of the extra-curricular/interscholastic athletic activity and will be placed back on suspension if they do not meet eligibility standards any time during the remainder of the activity.
- Students who do not meet the eligibility standards will be removed from the extra-curricular/interscholastic activity for the remainder of the activity.
- A student must be in attendance at school by 10:30 AM in order to participate or practice in any extra-curricular/interscholastic athletic activity. A student must be in attendance at school on Friday by 10:30 AM in order to participate or practice in any extra-curricular/interscholastic activity occurring that weekend. Students should be present for a minimum of 4 hours in order to participate in the practice/event. Any exception must be approved by the administration.

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R 2431.1 EMERGENCY PROCEDURES FOR ATHLETIC PRACTICES AND COMPETITIONS

A. Definitions

1. “Athletic competition” and “athletic activities” mean all practice sessions and competitive contests, games, events, and exhibitions with individual pupils or teams of one or more schools of this district or of other districts and include cheerleading.
2. “Health personnel” means the school nurse, the school medical inspector, the designated team doctor, a licensed physician, and members of the first aid squad or ambulance team.
3. “Parent” means the parent(s) or legal guardian(s) having legal custody and control of a pupil.
4. “Pupil” means a pupil enrolled in this district and a pupil enrolled in any district who is present in this district for the purpose of participating in a program of athletic competition sponsored by the Board of Education.

B. Precautions

1. All athletic coaches, including assistant coaches, will be trained in first aid and in the identification of injured and disabled pupil athletes.
2. Athletic coaches are responsible at all times for the supervision of pupils to whom they have been assigned. Pupils shall not be left unattended at any time.
3. Pupils who participate in athletic competition shall be trained in proper athletic procedures, in the proper use of athletic equipment, and in the proper use of protective equipment and clothing.
4. Pupil athletes shall be required to report promptly to the athletic coach any injury or disability occurring to the pupil himself/herself or to another pupil.

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5. First aid supplies and equipment shall be readily available at all athletic activities and shall be maintained in proper condition.
6. First aid and emergency medical procedures will utilize universal precautions in handling blood and body fluids as indicated in Policy and Regulation No. 7420 and Regulation No. 7420.1.
7. Health personnel shall be present at athletic activities.

C. Emergency Procedures

The following procedures shall be implemented whenever a pupil athlete is injured or disabled in the course of an athletic practice or competition sponsored by this district.

1. The athletic coach shall immediately notify the health personnel present at the activity and the health personnel shall assume responsibility for the emergency treatment of the pupil.
2. If no health personnel are present, or if none can be immediately summoned to the pupil's aid, the athletic coach shall administer such first aid as may be necessary.
3. If the pupil's injury or disability requires more than routine first aid, the athletic coach shall:
 - a. Summon an ambulance by calling 911, or
 - b. Arrange for the pupil's transportation to the nearest hospital or the office of the school medical inspector.
4. The athletic coach or his/her designee shall promptly notify the Building Principal, the Superintendent, and the pupil's parent(s) or legal guardian(s) of the pupil's injury or disability and the condition and location of the pupil.
5. An injured or disabled pupil who has been transported away from school premises must be accompanied by the athletic coach, a member of the athletic department, a health professional, or other responsible adult known to the athletic coach.

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6. These procedures shall be followed when the injured or disabled pupil is a member of a visiting team or district, and every effort shall be made to cooperate with the staff of the district in which the pupil is enrolled.

D. Reports

1. The athletic coach shall complete and file a report of every injury or disability that occurs to a pupil in the course of his/her participation in the athletic program of this district, regardless of the severity of the injury or disability. The report shall include:
 - a. The date of the incident,
 - b. The name, age, grade level, and gender of each injured or disabled pupil,
 - c. The district in which the pupil is enrolled,
 - d. The name and district of each pupil involved in the incident,
 - e. A narrative account of the incident,
 - f. A detailed description of the injury or disability,
 - g. The treatment given on school premises and the names of the health personnel, if any, who treated the pupil,
 - h. The place, if any, to which the pupil was taken and the persons who accompanied the pupil, and
 - i. A memorandum of the notice given to the pupil's parent(s) or legal guardian(s).
2. Copies of the report shall be filed with the school nurse and the Building Principal within twenty-four hours of the incident.
3. The Building Principal shall report the incident to the Superintendent, who shall report to the Board.

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4. A copy of each report of an incident of pupil injury or disability that occurs in the course of athletic activities shall be maintained by the athletic director, who shall analyze reports for patterns that indicate a need for revision of the district's safety and/or athletics program. The athletic director shall report the findings of his/her analysis to the Superintendent at the close of each sport season.
 5. The parent(s) or legal guardian(s) of each injured or disabled pupil will be given assistance in the completion and filing of insurance claim forms.
- E. Readmission to Athletic Activities
- A pupil injured or disabled in the course of an athletic activity will be permitted to participate in athletic competition only on the written permission of the school medical inspector or designated team doctor, who must first examine the pupil to determine his/her fitness to participate in athletics. Written notice of that determination, signed by the school medical inspector or designated team doctor as appropriate, shall be given to the pupil's parent(s) or legal guardian(s).

Adopted: 15 January 2008

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Medical Examination to Determine Fitness for
Participation in Athletics
M

R 2431.2 MEDICAL EXAMINATION TO DETERMINE FITNESS FOR
PARTICIPATION IN ATHLETICS

A. The medical examination conducted to determine the fitness of a pupil for participation in athletics shall include, as a minimum, the following:

1. Medical History Questionnaire

A medical history questionnaire will be completed and signed by the parent(s) or legal guardian(s) of the pupil, to determine whether the pupil:

- a. Has been medically advised not to participate in any sport, and the reason for such advice,
- b. Is under physician's care and the reasons for such care,
- c. Has experienced loss of consciousness after an injury,
- d. Has experienced a fracture or dislocation,
- e. Has undergone any surgery,
- f. Takes any medication on a regular basis, the names of such medication, and the reasons for such medication,
- g. Has allergies including, but not limited to: hives, asthma, or reactions to bee stings,
- h. Has experienced frequent chest pains or palpitations,
- i. Has a recent history of fatigue and undue tiredness,
- j. Has a history of fainting with exercise, and
- k. Has a history of a family member who died suddenly.

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2. Medical Examination/Physical Examination

The medical examination shall include a physical examination which includes, at a minimum, the following:

- a. Measurement of weight, height, and blood pressure,
- b. Examination of the skin to determine the presence of infection, scars of previous surgery or trauma, jaundice, and purpura,
- c. Examination of the eyes to determine visual acuity, use of eyeglasses or contact lenses and examination of the sclera for the presence of jaundice,
- d. Examination of the ears to determine the presence of acute or chronic infection, perforation of the eardrum, and gross hearing loss,
- e. Examination of the nose to assess the presence of deformity which may affect endurance,
- f. Assessment of the neck to determine range of motion and the presence of pain association with such motion,
- g. Examination of chest contour,
- h. Auscultation and percussion of the lungs,
- i. Assessment of the heart with attention to the presence of murmurs, noting rhythm and rate before and after exercise,
- j. Assessment of the abdomen with attention to the possible presence of hepatomegaly, splenomegaly, or abnormal masses,
- k. Assessment of the back to determine range of motion and abnormal curvature of the spine,

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- l. Examination of extremities to determine abnormal mobility or immobility, deformity, instability, muscle weakness or atrophy, surgical scars, and varicosities,
- m. Examination of the testes to determine presence and descent of both testes, abnormal masses or configurations, or hernia,
- n. Assessment of physiological maturation, and
- o. Neurological examination to assess balance and coordination and the presence of abnormal reflexes.

B. Health History Update

A health history update, completed by the pupil's parent(s) or legal guardian(s), shall provide information about any medical problems experienced by the pupil since the last medical examination. As a minimum, the health history update shall include information, if any, about the pupil's:

1. Hospitalizations and operations,
2. Illnesses,
3. Injuries,
4. Care administered by a physician, and
5. Medications.

Adopted: 15 January 2008

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Prevention and Treatment of Sports-Related Concussions
and Head Injuries

M

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

A concussion is a traumatic brain injury caused by a direct or indirect blow to the head or body. Allowing a student-athlete to return to play before recovering from a concussion increases the chance of a more serious brain injury that can result in severe disability and/or death. The following procedures shall be followed to implement N.J.S.A. 18A:40-41.1 et seq. and Policy 2431.4.

A. Interscholastic Athletic Head Injury Training Program

1. The school district will adopt an Interscholastic Athletic Head Injury Training Program to be completed by the school or team physician, licensed athletic trainer(s) involved in the interscholastic athletic program, all staff members that coach an interscholastic sport, designated school nurses, and other appropriate school district personnel as designated by the Superintendent.
2. This Training Program shall be in accordance with the guidance provided by the New Jersey Department of Education and the requirements of N.J.S.A. 18A:40-41.1 et seq.

B. Prevention

1. The school district may require pre-season baseline testing of all student-athletes before the student-athlete begins participation in an interscholastic athletic program or activity. The baseline testing program shall be reviewed and approved by the school or team physician trained in the evaluation and management of sports-related concussions and other head injuries.
2. The Principal or designee will review educational information for student-athletes on prevention of concussions.
3. All school staff members, student-athletes, and parents of student-athletes shall be informed through the distribution of the New Jersey Department of Education Concussion and Head Injury Fact Sheet and Parent/Guardian Acknowledgement Form and other communications from the Principal and coaches on the importance of early identification and treatment of concussions to improve recovery.

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- C. Signs or Symptoms of Concussion or Other Head Injury
1. Possible signs of concussions can be observed by coaches, licensed athletic trainer, school or team physician, school nurse, or other school staff members. Possible signs of a concussion may be, but are not limited to, the student-athlete:
 - a. Appears dazed, stunned, or disoriented;
 - b. Forgets plays, or demonstrates short-term memory difficulty;
 - c. Exhibits difficulties with balance or coordination;
 - d. Answers questions slowly or inaccurately; and/or
 - e. Loses consciousness.

 2. Possible symptoms of concussion shall be reported by the student-athlete to coaches, licensed athletic trainer, school or team physician, school nurse, and/or parent. Possible symptoms of a concussion are, but not limited to:
 - a. Headache;
 - b. Nausea/vomiting;
 - c. Balance problems or dizziness;
 - d. Double vision or changes in vision;
 - e. Sensitivity to light or sound/noise;
 - f. Feeling sluggish or foggy;
 - g. Difficulty with concentration and short-term memory;
 - h. Sleep disturbance; or
 - i. Irritability.

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Prevention and Treatment of Sports-Related Concussions
and Head Injuries

D. Emergency Medical Attention for Concussion or Other Head Injury

1. Any student-athlete who is exhibiting the signs or symptoms of a sports-related concussion or other head injury during practice or competition shall immediately be removed from play and activities and may not return to the practice or competition that day.
2. The school staff member supervising the student-athlete when the student-athlete is exhibiting signs or symptoms of a sports-related concussion or other head injury shall immediately contact emergency medical assistance when symptoms get worse, loss of consciousness, direct neck pain associated with the injury, or any other sign the supervising school staff member determines emergency medical attention is needed.
 - a. In the event the school or team physician is available when the student-athlete is exhibiting signs or symptoms of a sports-related concussion or other head injury, the physician may make the determination to call emergency medical assistance.
3. The school staff member supervising the student-athlete when the student-athlete is exhibiting signs or symptoms of a sports-related concussion or other head injury during practice or competition shall report the occurrence to the Principal or designee. The Principal or designee shall contact the student-athlete's parent and inform the parent of the suspected sports-related concussion or other head injury.

E. Sustained Concussion or Other Head Injury

1. A student-athlete who participates in interscholastic athletics and who sustains or is suspected of sustaining a concussion or other head injury shall immediately be removed from practice or competition and shall be required to have a medical examination conducted by their physician or licensed health care provider. The student-athlete's physician or licensed health care provider shall be trained in the evaluation and management of concussion to determine the presence or absence of a sports-related concussion or head injury.
2. The student-athlete suspected of sustaining a concussion or other head injury shall be provided a copy of Board of Education Policy and Regulation 2431.4 and a copy of Board of Education approved suggestions for management/medical checklist to provide to their parent and their physician or licensed health care professional.

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3. The student-athlete's physician must provide to the school district, upon the completion of a medical examination, a written medical release/clearance when the student-athlete is able return to the activity. The release/clearance must indicate:
 - a. The medical examination determined the injury was not a concussion or other head injury, the student-athlete is asymptomatic at rest, and the student-athlete may return to the interscholastic athletic activity; or
 - b. The medical examination determined the injury was a concussion or other head injury, the student-athlete is asymptomatic at rest, and can begin the graduated return to competition and practice protocol outlined in F. below.

A medical release/clearance not in compliance with this requirement will not be accepted. The student-athlete may not return to the activity or begin the graduated return to competition and practice protocol until he/she receives a medical evaluation and provides a medical clearance/release that has been reviewed and approved by the school or team physician.

4. Complete physical, cognitive, emotional, and social rest is advised while the student-athlete is experiencing symptoms and signs of a sports-related concussion or other head injury. (Minimize mental exertion, limit over-stimulation and multi-tasking, etc.)

F. Graduated Return to Competition and Practice Protocol

1. Upon the school physician's acceptance of the written medical release/clearance, the student-athlete may begin a graduated return to competition and practice protocol supervised by a licensed athletic trainer, school or team physician, or designated school nurse trained in the evaluation and management of concussions and other head injuries. The following steps shall be followed:

Step 1 - Completion of a full day of normal cognitive activities (attendance at school, studying for tests, watching practice, interacting with peers, etc.) without re-emergence of any signs or symptoms. If there is no return of signs or symptoms of a concussion, the student-athlete may advance to Step 2 below on the next day. If a re-emergence of any signs or symptoms of a concussion occur, the student-athlete shall be required to have a re-evaluation by the student-athlete's physician or licensed healthcare provider. The student-athlete shall not be permitted to begin the graduated return to competition and practice protocol

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until a medical clearance, as required in E.3. above, is provided and approved by the school or team physician.

Step 2 - Light aerobic exercise, which includes walking, swimming, or stationary cycling, keeping the intensity less than 70% maximum percentage heart rate. There shall be no resistance training. The objective of this Step is increased heart rate. If there is no return of any signs or symptoms of a concussion, the student-athlete may advance to Step 3 below on the next day. If a re-emergence of any signs or symptoms of a concussion occur, the student-athlete shall return to Step 1.

Step 3 - Sport-specific exercise including skating and/or running. There shall be no head impact activities. The objective of this Step is to add movement and continue to increase the student-athlete's heart rate. If there is no return of any signs or symptoms of a concussion, the student-athlete may advance to Step 4 below on the next day. If a re-emergence of any signs or symptoms of a concussion occur, the student-athlete shall return to Step 2.

Step 4 - Non-contact training drills such as passing drills, agility drills, throwing, catching, etc. The student-athlete may initiate progressive resistance training. If there is no return of any signs or symptoms of a concussion, the student-athlete may advance to Step 5 below on the next day. If a re-emergence of any signs or symptoms of a concussion occur, the student-athlete shall return to Step 3.

Step 5 - The student/athlete's medical condition, upon completing Step 4 with no return of any signs or symptoms of a concussion, shall be evaluated for medical clearance based upon consultation between the school district's licensed athletic trainer, school or team physician, designated school nurse, and the student-athlete's physician. After this consultation and upon obtaining written medical release/clearance approved by the school or team physician, the student-athlete may participate in normal training activities. The objective of this Step is to restore the student-athlete's confidence and for the coaching staff to assess the student-athlete's functional skills. If there is no return of any signs or symptoms of a concussion, the student-athlete may advance to Step 6 below on the next day. If a re-emergence of any signs or symptoms of a concussion occur or if the student-athlete does not obtain medical release/clearance to proceed to Step 6, the school or team physician, in consultation with the student-athlete's physician, shall determine the student-athlete's return to competition and practice protocol.

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Prevention and Treatment of Sports-Related Concussions and Head Injuries

Step 6 - Return to play involving normal exertion or game activity. If the student-athlete exhibits a re-emergence of any concussion signs or symptoms once he/she returns to physical activity, he/she will be removed from further activities and returned to Step 5.

G. Temporary Accommodations for Student-Athletes with Sports-Related Head Injuries

1. Rest is the best "medicine" for healing concussions or other head injuries. The concussed brain is affected in many functional aspects as a result of the injury. Memory, attention span, concentration, and speed of processing significantly impact learning. Further, exposing the concussed student-athlete to the stimulating school environment may delay the resolution of symptoms needed for recovery. 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, testing, texting, and watching movies if a pupil is sensitive to light/sound, can slow a pupil's recovery. In accordance with the Centers for Disease Control's toolkit on managing concussions, the Board of Education may look to address the pupil's cognitive needs in the following ways. Pupils who return to school after a concussion may need to:
 - a. Take rest breaks as needed;
 - b. Spend fewer hours at school;
 - c. Be given more time to take tests or complete assignments (all courses should be considered);
 - d. Receive help with schoolwork;
 - e. Reduce time spent on the computer, reading, and writing; and/or
 - f. Be granted early dismissal from class to avoid crowded hallways.

Adopted: January 19, 2012

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School Sponsored Publications

R 2432 SCHOOL SPONSORED PUBLICATIONS

A. Objectives

The program of school sponsored publications is intended to:

1. Disseminate news to those who are actively interested in the school -- pupils, teachers, parent(s) or legal guardian(s), administrators, alumni/ae, and other members of the school community;
2. Provide a means for the expression of thought;
3. Foster a wholesome school spirit and support the best traditions of the school;
4. Promote and encourage other school sponsored activities;
5. Provide training and experience in journalism, graphics, photography, and creative writing;
6. Create an appreciation for the best forms of journalism both in and out of school;
7. Record the history of the school;
8. Assist the district's public information program; and
9. Teach pupils the rights and responsibilities of the press in a free society.

B. Guidelines

1. Excellence in writing will be sought, and the ethics of responsible journalism will determine what will be printed. All facts printed will be based on careful research.
2. Pupils will have a right to their views and attitudes on all issues with the proviso that the tenor of articles and stories submitted will not violate the prohibitions of paragraph C.
3. Constructive criticism is encouraged.
4. A by-line will accompany every printed article or story.

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C. Prohibited Material

No school sponsored publication may contain materials that:

1. Are grossly prejudicial to an ethnic, national, religious, or racial group or to either gender;
2. Libel any person or persons;
3. Infringe rights of privacy protected by law or regulation;
4. Seek to establish the supremacy of a particular religious denomination, sect, or point of view over any other;
5. Advocate the use or advertise the availability of any substance or material that constitutes a direct and substantial danger to the health of pupils;
6. Contain obscenity or material otherwise deemed to be harmful to impressionable pupils;
7. Incite violence, advocate the use of force, or urge the violation of law or school regulations;
8. Advertise goods or services for the benefit of profit making organizations;
9. Solicit funds for nonschool organizations when such solicitations have not been approved by the Board;
10. Promote, favor, or oppose any candidate for election to the Board or the adoption of any bond issue, proposal, or question submitted at any school election; or
11. Except as may be required for literary purposes, do not conform to acceptable standards of grammar, clear expression, and responsible research.

D. Review Procedures

1. To ensure compliance with these rules, all material intended for publication in a school sponsored publication will be reviewed by the advisor.

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School Sponsored Publications

2. The author of material found unacceptable for publication in a school sponsored publication pursuant to paragraph D1 may appeal that decision to the Principal.
3. The Principal will promptly convene a committee comprised of the advisors of the school newspaper, yearbook, and literary magazine and the president of each class.
4. The committee will review the appeal, including the material and the advisor's specific reason for rejecting the material, and will render an advisory opinion to the Principal.
5. The Principal will decide whether or not the material may be published and will deliver his/her decision to the appellant within two school days of the receipt of the appeal.
6. If the Principal denies publication, the author may appeal that decision to the Superintendent and any adverse decision of the Superintendent may be appealed to the Board of Education. At each level, a decision will be made within three school days of the receipt of the appeal.

E. Faculty Duties

Faculty advisors to school sponsored publications shall:

1. Serve in a liaison capacity between the staff of the publication and the faculty and administration;
2. Instruct members of the publication staff in proper journalistic techniques and standards;
3. Offer editorial advice and suggestion when necessary;
4. Interpret the publication guidelines set forth in paragraph C;
5. Review material intended for publication; and
6. Proofread each publication before it is printed and distributed.

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School Sponsored Publications

F. Distribution

1. Distribution of school publications will be limited to those times and places that best serve the purpose of reaching the designated audience without disturbing normal school building activities.
2. Any materials discarded or not distributed must be retrieved or retained to avoid litter.

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R 2440 SUMMER SESSION

A. Definitions

1. "Summer session" means the instructional program operated by this school district during the summer months.
2. "Remedial course" means any course or subject that is a review of a course or subject the pupil has previously taken and for which credits or placement may be awarded upon successful completion of the course.
3. "Advancement course" means any course or subject the pupil has not previously taken in an approved school district program and for which additional credits or advanced placement may be awarded upon successful completion of the course.
4. "Enrichment course" means any course or subject of a vocational nature for which no credits are to be awarded.

B. Instructional Program

1. Summer session will be staffed in accordance with the provisions of N.J.A.C. 6A:32-10.4.
2. Remedial, advancement, and enrichment courses may be offered by the school district during the summer session to meet pupil needs.
3. Summer session classes will meet the following standards:
 - a. To receive advanced credit for a subject not previously taken, the pupil shall receive class instruction in the summer session under standards equal to those during the regular term:
 - (1) 3600 minutes for two and one-half high school credits, or
 - (2) 7200 minutes for five high school credits.

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Summer Session

3. The Board of Education shall approve the district's summer session. Upon Board approval, the Superintendent of Schools shall obtain approval for the summer session from the Executive County Superintendent of Schools.
4. Summer session teachers will be bound by all Board policies applicable to instruction and teacher responsibility.

E. Eligibility of Pupils

1. Teaching staff members in the regular school program will be alert to those pupils who would benefit from attendance at remedial or advancement courses in the summer session and will report such pupils to the Principal who will recommend summer session enrollment to the pupil.
2. Pupils may be enrolled in a remedial course only with the recommendation of the Principal of the school in which the pupil regularly attends.
3. The Principal's recommendation shall state in writing the name of the subject(s) which the pupil may take and the purpose for which the subject is taken.
4. Pupils may be enrolled in advancement courses only on the recommendation of a teacher and with the recommendation of the Principal of the school in which the pupil regularly attends. A pupil may be enrolled in no more than the equivalent of one year's work in a subject in an advancement course.
5. Enrichment courses in the summer session are open to all resident pupils and may be open, upon Board approval, to nonresident pupils as space permits. A pupil may be enrolled in no more than the equivalent of one year's work in a subject in an enrichment course.
6. No pupil will be required to attend the summer session as a condition of promotion or for any other reason.

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F. Pupil Conduct

1. Summer session pupils will be governed by the rules of conduct established for pupils in the regular school session. Rules regarding substance abuse, smoking, and aggressive, assaultive, insulting, and insubordinate behavior, among others, will be in full force and effect.
2. Pupils who violate the rules of conduct or disobey persons in authority will be subject to discipline, which may include expulsion from the summer session. A pupil recommended for expulsion from the summer session will be given an administrative hearing in which the pupil will be given an opportunity to explain his/her conduct. Summer session is not a part of the thorough and efficient system of free education to which the pupil is entitled by law, and expulsion from the summer session does not involve the deprivation of a right.
3. The school dress code policy will be applicable for the summer session; however, the Superintendent of Schools may adjust the dress code policy to take into account warmer temperatures.

G. Attendance

1. Although the compulsory attendance statutes do not apply to summer session, summer session pupils are expected to attend regularly and promptly.
2. In general, no pupil will receive credit for a remedial or advancement course if he/she has missed more than _____ classes in the subject. The pupil's parent(s) or legal guardian(s) will be notified after the _____ absence. _____ instances of tardiness will constitute one absence for this purpose.

H. Grading and Credit

1. Work in remedial and advancement courses will be evaluated and graded, in accordance with Policy No. 2624 for grading in the regular program.

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Summer Session

2. A narrative report of each pupil's attitude, strengths, and weaknesses will be given to the pupil's parent(s) or legal guardian(s) at the end of the summer session.
3. Credit will be given for successful completion of approved remedial and advancement courses that have met the standards of instruction set forth in rules of the State Board of Education and at paragraph B.3. of this regulation.
4. Credit for work taken in an approved elementary or secondary school summer session will be transferable in the same manner as work taken in any approved elementary or secondary school in accordance with Board of Education policy.
5. The Principal of the school which the pupil regularly attends shall give prior approval for work to be taken at other educational institutions or environments. These shall include, but not be limited to, other public and private schools, institutions of higher education, and on-line courses.

I. Tuition

1. Tuition may be charged for the enrollment of a resident pupil in a remedial or advancement course taken for credit in accordance with the provisions of N.J.S.A. 18A:11-15. Tuition may be charged to a resident pupil enrolled in an enrichment(s) course which carry no credit and are determined by the Executive County Superintendent of Schools to have no direct relationship to the curriculum.
2. The Board of Education, upon the recommendation of the Superintendent of Schools, shall approve the tuition to be charged for the enrollment of any pupil, resident or nonresident, in an enrichment course.
3. The Board of Education, upon the recommendation of the Superintendent of Schools, shall approve the tuition to be charged for the enrollment of a nonresident pupil in a remedial or advancement course.

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4. Payment of tuition must be made in full to the _____ before the first day of the summer session.
5. Tuition will be refunded if the request for refund is received by the staff member responsible for the administration and supervision of the summer session within _____ days before the first day of the summer session.

J. Records

1. The permanent/cumulative record of each pupil who completes a program of study in the summer session will include:
 - a. The amount of time the pupil spent in receiving class instruction in the summer session; and
 - b. An evaluation and a description of work completed in the summer session, including the pupil's grade and the credit earned, if any.
2. The amount of time which a pupil has spent in receiving class instruction shall become part of the pupil's permanent/cumulative record and shall be included whenever the record is transferred to another school.

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Special Education/Sending District
M

R 2460 SPECIAL EDUCATION

School district officials and staff shall adhere to all regulations included in N.J.A.C. 6A:14-1.1 et seq. and the following special education regulations:

- R 2460.1 Special Education – Location, Identification, ~~Location~~ and Referral
- R 2460.8 Special Education - Free and Appropriate Public Education
- R 2460.9 Special Education - Transition From Early Intervention Programs to Preschool Programs
- R 2460.16 Special Education - Instructional Material to Blind or Print-Disabled Pupils

Definitions:

Refer to N.J.A.C. 6A:14-1.3 for definitions of terms used in Regulations 2460.1 through 2460.146.

Issued: 15 June 2009

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Special Education - Location,
Identification, and Referral
M

R 2460.1 SPECIAL EDUCATION - LOCATION, IDENTIFICATION,
AND REFERRAL

All pupils with disabilities, who are in need of special education and related services, including pupils with disabilities attending nonpublic schools, and highly mobile pupils such as migrant workers' children and homeless pupils regardless of the severity of their disabilities, are located, identified and evaluated according to N.J.A.C. 6A:14-3.3

Procedures for Locating Pupils With Disabilities

1. The Supervisor of Special Education will coordinate the child find activities to locate, identify and evaluate all children, ages three through twenty-one, who reside within the Rockaway Borough School District and who may be disabled.
2. By September of each school year, the Supervisor of Special Education or his/her designee will conduct child find activities including but not limited to:
 - a. Distribution of flyers to the parents of all pupils enrolled in the school district.
 - b. Mailing of child find material to nonpublic schools in the area.
 - c. Mailing of child find material to local pediatricians, hospitals and nursery schools.
 - d. Public service announcements in local newspapers.
 - e. Distribution of child find materials in supermarkets, convenience stores, shelters for the homeless, public and private social service agency locations and nursery school providers.
 - f. Listings of Early Intervention Program (EIP), local nursery schools and pediatricians are maintained. The district's preschool coordinator (or other) maintains contact with EIP coordinator and nursery school director.

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Special Education - Location,
Identification, and Referral

- g. School handbooks distributed to parents contain information describing special education services.
- h. Pupils entering Kindergarten are screened annually to identify potentially disabled pupils.
- i. Intervention and Referral Services Committee (I&RS) previously referred to as Pupil Assistance Committee (PAC), have been established in all school buildings.
- j. Nonpublic schools or parents of children who attend nonpublic schools may make referrals regarding potentially disabled pupils directly to the Morris County Educational Services Commission.

Procedures for Intervention in the General Education Program

A staff member or agency shall provide in writing a request for intervention services for pupils ages three to fourteen, to the Building Principal or designee. The request shall contain the following:

1. Reason for request (including parental or adult pupil request);
2. Descriptive behavior of pupil performance; and
3. Indication of the prior interventions.

Staff will be in-serviced annually by the Building Principal or designee regarding the procedures for initiating and providing intervention Services.

The Superintendent or designee will oversee the district's implementation and effectiveness of the procedures for interventions in the general education program.

Intervention and Referral Services Committee (I&RS) or Pupil Assistance Committee (PAC) will be in place in each school building.

The Building Principal or designee will be responsible for the following:

1. The implementation and effectiveness of building level I&RS/PAC Committee;

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Special Education - Location,
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2. Will identify the roles and responsibilities of building staff who participate in planning and providing intervention services; and
3. Review, assess and document the effectiveness of the services provided in achieving the outcome identified in the intervention plan.

*Sample forms are located in the Resource Manual for Intervention and Referral Services published by the NJDOE.
4. The I&RS/PAC Committee shall:
 - a. Plan and provide appropriate intervention services;
 - b. Actively involve parent(s)/legal guardian(s) in the development and implementation of intervention plans;
 - c. Develop an action plan for an identified pupil which specifies specific tasks, resources, persons responsible, completion dates, date for review;
 - d. Coordinate the services of community based social and health provider agencies;
 - e. Process and complete the documentation forms; and
 - f. Review and assess the effectiveness of the services provided in achieving the outcomes identified in the intervention and referral plan.
5. The Building Principal will insure that:
 - a. I&RS/PAC Committee receive in-service training by the Building Principal or designee by October;
 - b. Staff handbooks are updated by September and include information regarding intervention procedures;
 - c. New instructional staff attend the district's orientation program commencing in the month of September which includes information on I&RS/PAC Committee;

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- d. School calendars distributed in the month of September and provide information on intervention services; and
- e. Parent/pupil handbooks distributed in the month of September and include information on intervention services.

Procedures for Referral

Referral procedures are included in professional staff handbooks and referral forms are available in the Principal's office, the Child Study Team office, and the Office of the Supervisor of Special Education.

1. Parental or Legal Guardian Notification of Procedures

Referral procedures shall be included in the school calendar, which shall be distributed to any parent(s) or legal guardian(s)). These procedures and publications shall be updated annually and be distributed to parent(s) and legal guardian(s) not later than October 1 of each year.

2. Parent Initiated Referral

When a parent makes a written request for an evaluation to determine eligibility for services:

- a. The written request shall be dated by the district recipient;
- b. Immediately forwarded to the office of special services;
- c. A file will be initiated (Attach any forms used to open a case);
- d. Upon receipt of the referral a request for a summary and review of health and medical information regarding the pupil shall be forwarded to the school nurse who will transmit the summary to the Child Study Team (CST);

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- e. The Supervisor of Special Education (though not required, a case manager may be assigned) will convene a planning meeting (identification meeting) within twenty calendar days (excluding school holidays, but not summer vacation) of the date the request was received by the district;
 - f. A “Notice of a Planning Meeting” will be sent to the parent(s); (Attach form)
 - g. The notice will contain “Parental Rights in Special Education” (PRISE) Booklet; and
 - h. The planning meeting (Identification Meeting) will be attended by the parent, CST and regular education teacher.
3. School Initiated Referral

Referral of a pupil may be made by administrative, instructional and other professional staff to determine eligibility for special services when:

- a. It is determined (optional: through the I&RS/PAC Committee) that interventions in the general education program have not adequately addressed the educational difficulties and it is believed that the pupil may be disabled.
- b. It can be documented that the nature of the pupil’s educational problem(s) is such that an evaluation to determine eligibility for services is warranted without delay.
- c. The Supervisor of Special Education, through in-service training, shall ensure that pupils who may be potentially disabled are referred even though they are advancing from grade to grade.

The following procedure will be followed for a school initiated referral:

- a. A Referral to the CST (attach form) will be completed by the referring staff member;

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- b. I&RS/PAC documentation (including, but not limited to: teacher reports, grades and other relevant data) (optional: the intervention record) shall be forwarded with the Referral to the CST along with any other relevant data;
 - c. I&RS/PAC documentation does not need to be forwarded for direct referral when the nature of the pupil's problem is such that the evaluation is warranted without delay;
 - d. The referral should be dated upon receipt by the CST (Attach any forms used to open a case);
 - e. A file will be initiated;
 - f. Upon receipt of the referral, a request for a summary and review of health and medical information regarding the pupil shall be forwarded to the school nurse who will transmit the summary to the CST;
 - g. The Supervisor of Special Education (though not required, a case manager may be assigned) will convene a planning meeting within twenty calendar days (excluding school holidays, but not summer vacation) of the date recorded on the referral;
 - h. A "Notice of a Planning Meeting" (Identification Meeting) will be sent to the parents;
 - i. The notice shall contain "Parental Rights in Special Education" (PRISE); and
 - j. The planning meeting (Identification Meeting) will be attended by the parent, CST and regular education teacher.
4. The district may use community rehabilitation programs approved by the New Jersey Department of Labor, Division of Vocational Rehabilitation Services or any other State agency empowered to accept secondary level pupil placement according to N.J.A.C. 6A:14-4.7(f)1.
5. Each evaluation of the pupil requires an assessment to determine appropriate post-secondary outcomes as part of transition services planning.

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6. Each IEP team member is required to certify in writing whether the IEP team report reflects his or her conclusions. In the event the IEP team report does not reflect the IEP team member's conclusion, the IEP team member must submit a dissenting opinion in order to ensure the parents are aware of dissenting opinions regarding the determination of eligibility for a specific learning disability.
7. Parent(s) or legal guardian(s) must receive a copy of their child's evaluation report and any documentation leading to a determination of eligibility not less than ten calendar days prior to the eligibility conference in order to ensure parent(s) or legal guardian(s) have a reasonable amount of time to review documentation prior to an eligibility conference.

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M

R 2460.7 SPECIAL EDUCATION - FREE AND APPROPRIATE PUBLIC EDUCATION

A free and appropriate public education is available to all pupils with disabilities between the ages of three and twenty-one including pupils with disabilities who have been suspended or expelled from school.

Procedures regarding the provision of a free and appropriate public education to pupils with disabilities who are suspended or expelled are as follows:

1. School officials responsible for implementing suspensions/expulsions in the district are the following:

Grades 6-8 Principal/designee;
2. Each time a pupil with a disability is removed from his/her current placement for disciplinary reasons, notification of the removal is provided to the case manager by the Principal or designee. (Notification must be in written format for documentation — Attach form)
3. Each Principal or designee will ensure that a system is in place to track the number of days a pupil with disabilities has been removed for disciplinary reasons. Documentation will include: (Attach form)
 - a. Pupil's name;
 - b. The infraction;
 - c. Time suspended; and
 - d. The cumulative days suspended including removal for a portion of the school day which is counted proportionately.
4. When a pupil is suspended from transportation:
 - a. Suspension from transportation is not counted as a day of removal if the pupil attended school.

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- b. Suspension from transportation is counted as a day of removal if the school district does not make available an alternate means of transportation and the pupil does not attend school.
 - c. Suspension from transportation may be counted as a day of absence rather than a day of removal if the district made available an alternate means of transportation and the pupil does not attend school.
5. When a pupil with a disability participates in an in-school suspension program, the Principal or designee shall ensure that participation in the program is not counted as a day of removal if the program meets the following criteria:
- a. The pupil has the opportunity to progress in the general curriculum,
 - b. Services and modifications specified in the pupil's IEP can be provided in the in-school suspension program,
 - c. Interaction with non—disabled peers to the extent they would have in the current placement, and
 - d. The pupil is counted as present for the time spent in the in-school suspension program.
6. When a series of short-term removals accumulate to more than ten school days in the year:
- a. The Principal/Vice Principal or designee and the case manager will consult to determine whether the removals create a change of placement according to N.J.A.C. 6A:14—2.8(b)2. Written documentation of the consultation shall be maintained by the case manager.
 - b. If it is determined that there is no change in placement, the Principal/Vice Principal or designee and the case manager, and special education teacher will consult to determine the extent to which services are necessary to:
 - (1) Enable the pupil to progress appropriately in the general education curriculum;

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- (2) Advance appropriately toward achieving the goals set out in the pupil's IEP; and
 - (3) Written documentation of the consultation and services provided is maintained in the pupil's file. (Attach any relevant forms).
7. When a disabled pupil is removed from his/her current placement for more than ten days and the removal does not constitute a change in placement, the case manager shall convene an IEP meeting to:
 - a. Review the behavioral intervention plan and its implementation;
 - b. Determine if modifications are necessary; and
 - c. Modify the behavioral intervention plan and its implementation as appropriate. The plan will be modified to the extent necessary if at least one member of the team determines that modifications are necessary.

The case manager will document the date and the outcome of the meeting (Attach any relevant forms).

The documentation will be placed in the pupil's file.

Procedures Regarding the Provision of a Free and Appropriate Public Education to Preschool Age Pupils with Disabilities

To ensure that preschoolers with disabilities who are not participating in an early intervention program have their initial IEP's implemented no later than age three, a written request for an initial evaluation shall be forwarded to the district.

The following procedures will be followed:

1. A parent of a preschool-age pupil suspected of having a disability, who requests a Child Study Team (CST) evaluation by telephone, will be advised to submit a written request for an evaluation to the Preschool Coordinator or the Supervisor of Special Education;
2. Upon receipt of the written request the request shall be dated and signed by the recipient;

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3. A file will be initiated for the potentially disabled preschooler (Attach any forms used to open a case);
 - a. The Supervisor of Special Education (though not required, a case manager may be assigned) will convene a planning meeting within twenty calendar days (excluding school holidays but not summer vacation) of the date recorded on the request;
 - b. A “Notice of Planning Meeting” (Identification Meeting) will be sent to the parent(s) (Identify Form);
 - c. The notice will contain “Parental Rights in Special Education” (PRISE) Booklet;
 - d. The meeting will be attended by the CST, including a speech language specialist, the parent(s), and a teacher who is knowledgeable about the district’s program; and
 - e. A program shall be in place no later than ninety calendar days from the date of consent.

Procedures Regarding the Provision of a Free, Appropriate Public Education to Pupils with Disabilities Who Are Advancing From Grade to Grade

The Supervisor of Special Education through in—service training shall ensure pupils with disabilities who are advancing from grade to grade with the support of specially designed services, continue to be eligible when as part of a reevaluation, the IEP team determines the pupil continues to require specially designed services to benefit from education and progress in the general education curriculum; and the IEP team will use functional assessment information to support the determination to continue eligibility.

Procedures Involving Procedural Safeguards to Pupils Not Yet Eligible For Special Education

Disciplinary procedural safeguards will apply to pupils not yet eligible for special education. Parent(s) or legal guardian(s) and/or adult pupils may assert any of the protections of the law if the district had knowledge the pupil was a pupil with a disability before the behavior that precipitated the disciplinary action occurred.

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2460.8 SPECIAL EDUCATION - FREE AND APPROPRIATE PUBLIC EDUCATION

A free and appropriate public education is available to all pupils with disabilities between the ages of three and twenty-one including pupils with disabilities who have been suspended or expelled from school.

Procedures regarding the provision of a free and appropriate public education to pupils with disabilities who are suspended or expelled are as follows:

1. School officials responsible for implementing suspensions/expulsions in the district are the following: (List school officials/designees by district organizational level.)
 - a. 6-8 Principal/designee;
 - b. PreK – 3 Principal/designee (Other)
2. Each time a pupil with a disability is removed from his/her current placement for disciplinary reasons, notification of the removal is provided to the case manager by the Principal or designee. (Notification must be in written format for documentation.)
 - a. Removal for at least half of the school day shall be reported via the Electronic Violence and Vandalism Reporting System.
3. Each Principal or designee will ensure that a system is in place to track the number of days a pupil with disabilities has been removed for disciplinary reasons. Documentation will include:
 - a. Pupil's name;
 - b. The infraction;
 - c. Time suspended; and
 - d. The cumulative days suspended including removal for a portion of the school day which is counted proportionately.

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4. When a pupil is suspended from transportation:
 - a. Suspension from transportation is not counted as a day of removal if the pupil attended school.
 - b. Suspension from transportation is counted as a day of removal if the pupil does not attend school.
 - c. If transportation is included in the pupil's IEP as a required related service, the school district shall provide alternate transportation during the period of suspension from the typical means of transportation.
 - d. Suspension from transportation may be counted as a day of absence rather than a day of removal if the district made available an alternate means of transportation and the pupil does not attend school.
5. When a pupil with a disability participates in an in-school suspension program, the Principal or designee shall ensure that participation in the program is not considered removal when determining whether a manifestation determination must be conducted if the program provides the following:
 - a. Opportunity for the pupil to participate and progress in the general curriculum,
 - b. Services and modifications specified in the pupil's,
 - c. Interaction with non-disabled peers to the extent they would have in the current placement, and
 - d. The pupil is counted as present for the time spent in the in-school suspension program.
6. When a series of short-term removals will accumulate to more than ten school days in the year:
 - a. The Principal/Vice Principal or designee and the case manager will consult to determine whether the removals create a change of placement according to N.J.A.C. 6A:14-2.8(c)2. Written documentation of the consultation between the school administration and the case manager shall be maintained by the case manager.

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- b. If it is determined that there is no change in placement, the Principal/Vice Principal or designee, and the case manager, and special education teacher will consult to determine the extent to which services are necessary to:
 - (1) Enable the pupil to participate and progress appropriately in the general education curriculum; and
 - (2) Advance appropriately toward achieving the goals set out in the pupil's IEP.

Written documentation of the consultation and services provided shall be maintained in the pupil's file.

- 7. When a disabled pupil is removed from his/her current placement for more than ten days and the removal does not constitute a change in placement, the case manager shall convene a meeting of the IEP Team and, as necessary or required, conduct a functional behavior assessment and review the behavioral intervention plan according to N.J.A.C. 6A:14 Appendix A, 20 U.S.C. §1415(k). The IEP Team shall:
 - a. Review the behavioral intervention plan and its implementation;
 - b. Determine if modifications are necessary; and
 - c. Modify the behavioral intervention plan and its implementation as appropriate. The plan will be modified to the extent necessary if at least one member of the team determines that modifications are necessary.

The case manager will document the date and the outcome of the meeting.

The documentation shall be placed in the pupil's file.

Procedures Regarding the Provision of a Free and Appropriate Public Education to Preschool Age Pupils with Disabilities

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To ensure that preschoolers with disabilities who are not participating in an early intervention program have their initial IEP's in effect by their third birthday, a written request for an initial evaluation shall be forwarded to the district.

The following procedures will be followed:

1. A parent of a preschool-age pupil suspected of having a disability, who requests a Child Study Team (CST) evaluation by telephone, will be advised to submit a written request for an evaluation to the Preschool Coordinator or Supervisor of Special Services.
2. Upon receipt of the written request, the request shall be dated and signed by the recipient.
3. The district will respond to referrals of preschoolers according to N.J.A.C. 6A:14-3.3(e).
4. A file will be initiated for the potentially disabled preschooler:
 - a. The Supervisor of Special Services will convene a referral/identification meeting within twenty calendar days (excluding school holidays but not summer vacation) of the date recorded on the request;
 - b. A "Notice of Referral/ Identification Meeting" will be sent to the parent(s);
 - c. The notice will contain "Parental Rights in Special Education" (PRISE) Booklet;
 - d. The meeting will be attended by the CST, including a speech language specialist, the parent(s), and a teacher who is knowledgeable about the district's program; and
 - e. A program shall be in place no later than ninety calendar days from the date of consent.

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Procedures Regarding the Provision of a Free, Appropriate Public Education to Pupils with Disabilities Who Are Advancing From Grade to Grade

The Supervisor of Special Services through in-service training shall ensure pupils with disabilities who are advancing from grade to grade with the support of specially designed services, continue to be eligible when as part of a reevaluation, the IEP Team determines the pupil continues to require specially designed services to progress in the general education curriculum and the use of functional assessment information supports the IEP Team's determination.

Procedures Involving Procedural Safeguards to Pupils Not Yet Eligible For Special Education

Disciplinary procedural safeguards will apply to pupils not yet eligible for special education. The parent(s) and/or adult pupil may assert any of the protections of the law if the district had knowledge the pupil was a pupil with a disability before the behavior that precipitated the disciplinary action occurred.

Adopted: 27 April 2010

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Special Education – Transition from Early
Intervention Programs to Preschool Programs
M

2460.9 SPECIAL EDUCATION - TRANSITION FROM EARLY INTERVENTION PROGRAMS TO PRESCHOOL PROGRAMS

Children with disabilities participating in early intervention programs (EIP) assisted under IDEA Part C who will participate in preschool programs under N.J.A.C. 6A:14-1.1 et seq. will experience a smooth transition and will have an Individualized Education Program (IEP) developed and implemented according to N.J.A.C. 6A:14-3.3(e) and N.J.A.C. 6A:14-3.7.

Procedure for Child Study Team (CST) Member Attendance at the Transition Planning Conference

1. The district will make available a CST member to participate in the preschool transition planning conference arranged by the designated service coordinator from the early intervention system and will:
 - a. Review the Part C Individualized Family Service Plan for the child;
 - b. Provide the parent(s) written registration requirements;
 - c. Provide the parent(s) written information with respect to available district programs for preschool pupils, including general education placement options; and
 - d. Provide the parent(s) a form to use to request that the Part C service coordinator be invited to the child's IEP meeting.
2. The district will work collaboratively with the EIP designated service coordinator or early intervention system to eliminate barriers regarding meeting times and locations.
3. School district officials shall adhere to all procedures contained in N.J.A.C. 6A:14-1.1 et seq. for transitioning children with disabilities from EIP to preschool programs.
4. The Part C service coordinator shall be invited to the initial IEP meeting for a pupil transitioning from Part C to Part B.

Adopted: 27 April 2010

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Special Education – Instructional Material to
Blind or Print Disabled Pupils
M

2460.16 SPECIAL EDUCATION - INSTRUCTIONAL MATERIAL TO BLIND OR PRINT-DISABLED PUPILS

All pupils that are blind or print-disabled will be provided instructional materials in a timely manner in accordance with a plan developed by the district.

The plan to provide the instructional material to blind or print-disabled pupils in a timely manner will:

1. Be included in the Individualized Education Program of each pupil with a disability;
2. Set forth the instructional materials needed by the pupil;
3. Indicate how the instructional material will be provided to the blind or print-disabled pupil; and
4. Address any assistive technology needed to permit the pupil to utilize the instructional material to be provided.

Adopted: 27 April 2010

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M

R 2461 SPECIAL EDUCATION/RECEIVING DISTRICTS

School district officials and staff shall adhere to all regulations included in N.J.A.C. 6A:14-1.1 et seq. and the following special education regulations:

- R 2461.01 Special Education/Receiving Schools – IEP Implementation
- R 2461.02 Special Education/Receiving Schools – Suspension/Expulsion
- R 2461.03 Special Education/Receiving Schools – Pupil Records
- R 2461.05 Special Education/Receiving Schools – IEP Compliance
- R 2461.08 Special Education/Receiving Schools – In-Service Training

Definitions:

Refer to N.J.A.C. 6A:14 and the Individuals with Disabilities Education Act for definitions of terms used in Regulations 2461.01 through 2461.08.

Issued: 15 January 2008

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Special Education/Receiving Schools –
IEP Implementation
M

R 2461.01 SPECIAL EDUCATION/RECEIVING SCHOOLS – IEP IMPLEMENTATION

The receiving school district, in order to be in compliance with N.J.A.C. 6A:14, will provide all special education services to all special education pupils in accordance with New Jersey Administrative Code, the Individuals with Disabilities Act, Board Policies 2460 and 2461 and corresponding Regulations.

Pupils with disabilities who are placed in a receiving school by a district Board of Education must have an Individualized Education Program (IEP) in effect prior to the delivery of services.

- A. Procedures for Ensuring the Pupil's Individualized Education Program (IEP) Can Be Implemented
 - 1. The following procedures will be used to ensure the pupil's IEP can be implemented in the receiving school setting prior to accepting the pupil. [N.J.A.C. 6A:14-7.5(b)1]:
 - a. The Supervisor of Special Education in the receiving school district will review the IEP.
 - b. The receiving district will only accept the pupil if the Supervisor of Special Education determines the pupil's IEP can be implemented. The receiving district will not accept the pupil if the Supervisor of Special Education determines the receiving district cannot implement the IEP.
- B. Meetings According to N.J.A.C. 6A:14-2.3(i)2.
 - 1. The pupil's teacher and, if appropriate, the pupil and other representatives of the receiving school, will participate in meetings according to N.J.A.C. 6A:14-2.3(i)2.

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Special Education/Receiving Schools –
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M

R 2461.02 SPECIAL EDUCATION/RECEIVING SCHOOLS – SUSPENSION/EXPULSION

The receiving school district, in order to be in compliance with N.J.A.C. 6A:14, will provide all special education services to all special education pupils in accordance with New Jersey Administrative Code, the Individuals with Disabilities Act, Board Policies 2460 and 2461 and corresponding Regulations.

Procedures for Collaboration For Pupils With Disabilities Who Are Suspended/Expelled

The receiving school will collaborate with the district Board of Education in the provision for a free, appropriate public education for the population served including pupils with disabilities who are suspended.

1. The Supervisor of Special Education is responsible for implementing suspensions/expulsions in the receiving school.
2. Each time a pupil with a disability is removed from his/her current placement for disciplinary reasons, the Supervisor of Special Education will notify the case manager of the sending district.
3. The Building Principal or his/her designee will have a system in place to track the number of days a pupil with disabilities has been removed for disciplinary reasons.
4. Suspension from transportation will be counted as a day of removal if the pupil does not attend school.
5. Removal for a portion of the school day will be counted proportionately.
6. If the receiving school has an in-school suspension program, participation in the program will not be counted as a day of removal if the program provides the following:
 - a. An opportunity for the pupil to progress in the general curriculum;
 - b. The services and modifications specified in the pupil's IEP;

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Special Education/Receiving Schools
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- c. Interaction with peers who are not disabled to the extent they would have interaction with in the current placement; and
 - d. The pupil is counted as present for the time spent in the in-school suspension program.
7. When a series of short-term removals will accumulate to more than ten school days in the year:
- a. The Supervisor of Special Education of the receiving school and the sending district case manager will consult to determine whether the removals create a change of placement according to N.J.A.C. 6A:14-2.8(b)2;
 - b. Written documentation of the consultation between school officials and the case manager of the sending district will be maintained by the Supervisor of Special Education;
 - c. If it is determined that there is no change in placement, the Supervisor of Special Education of the receiving district, the case manager of the sending district and special education teacher will consult to determine the extent to which services are necessary to:
 - (1) Enable the pupil to progress appropriately in the general education curriculum; and
 - (2) Advance appropriately toward achieving the goals set out in the pupil's IEP.
 - d. Written documentation of the consultation and services provided will be maintained by the Supervisor of Special Education of the receiving district.
 - e. Steps will be in place to review the behavioral intervention plan and if necessary convene the IEP team as required according to N.J.A.C. 6A:14 Appendix D, 34 C.F.R. §300-520(c)(1) and (2).

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Pupil Records
M

R 2461.03 SPECIAL EDUCATION/RECEIVING SCHOOLS – PUPIL RECORDS

The receiving school district, in order to be in compliance with N.J.A.C. 6A:14, will provide all special education services to all special education pupils in accordance with New Jersey Administrative Code, the Individuals with Disabilities Act, Board Policies 2460 and 2461 and corresponding Regulations.

A. Procedures to Ensure the Individualized Education Program (IEP) is Accessible

1. Procedures regarding pupil records will be developed and implemented to ensure that the IEP is accessible to each teacher or service provider in accordance with N.J.A.C. 6A:14-3.7(a)2.
2. The compilation, maintenance, access to and confidentiality of pupil records will be in accordance with N.J.A.C. 6:3-6. Access means the right to view, to make notes, and/or have a reproduction of the record.
3. All pupil records will be returned to the sending district within fifteen calendar days of a pupil's last day of enrollment.
4. If the IEP is copied, the receiving district will be sure the IEP is kept confidential and is maintained according to N.J.A.C. 6:3-6.4(b). The IEP will be maintained in a central file at the school attended by the pupil and if the records are maintained in a different location, there will be a notation on the central file as to where such other records are located.

Issued: 15 January 2008

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IEP Compliance
M

R 2461.05 SPECIAL EDUCATION/RECEIVING SCHOOLS – IEP COMPLIANCE

The receiving school district, in order to be in compliance with N.J.A.C. 6A:14, will provide all special education services to all special education pupils in accordance with New Jersey Administrative Code, the Individuals with Disabilities Act, Board Policies 2460 and 2461 and corresponding Regulations.

- A. Procedures Regarding the Provision of Services Required by the Individualized Education Program (IEP)
1. The programs and services provided by the receiving school will be in accordance with the requirements of N.J.A.C. 6A:14-1.1 et seq.; and
 2. If a change in the delivery of special education or related services is necessary due to a change in personnel or pupil need, the receiving school will contact the sending district to convene an IEP team meeting to review and, if appropriate, revise the IEP.

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Special Education/Receiving Schools –
In-Service Training
M

R 2461.08 SPECIAL EDUCATION/RECEIVING SCHOOLS – IN-SERVICE TRAINING

The receiving school district, in order to be in compliance with N.J.A.C. 6A:14, will provide all special education services to all special education pupils in accordance with New Jersey Administrative Code, the Individuals with Disabilities Act, Board Policies 2460 and 2461 and corresponding Regulations.

- A. Procedures to Meet the Training Needs of Paraprofessionals, Professionals and Parents of Pupils with Disabilities
1. The in-service training needs for professional and paraprofessional staff who provide special education, general education or related services will be identified and appropriate in-service training will be provided. The receiving school shall maintain information to demonstrate its efforts to address training as defined in the five following areas:
 - a. To prepare general and special education personnel with the content knowledge and collaborative skills needed to meet the needs of children with disabilities;
 - b. To enhance the ability of teachers and others to use strategies, such as behavioral interventions, to address the conduct of pupils with disabilities that impedes the learning of pupils with disabilities and others;
 - c. To acquire and disseminate to teachers, administrators, school Board members, and related services personnel, significant knowledge derived from educational research and other sources and how the district will, if appropriate, adopt promising practices, materials and technology;
 - (1) The adoption of promising practices will be addressed through the review and dissemination by the school building curriculum committee, through

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Special Education/Receiving Schools –
In-Service Training

turnkey trainings, presentations at Board meetings, Parent-Teacher Association meetings and other methods as determined by the receiving district.

- d. To insure that the in-service training is integrated to the maximum extent possible with other professional development activities; and
 - e. To provide for joint training activities of parents, special education, and related services and general education personnel [34 C.F.R. § 300.380].
2. The Supervisor of Special Education in the receiving district will conduct a needs assessment on an annual basis to identify the in-service training needs as part of the district-wide development activities.
 3. The effectiveness of the in-service program will be evaluated at least once at the end of each year by a written survey administered and compiled by the Supervisor of Special Education.
 4. Documentation of the needs assessment, training activities and evaluation procedures will be maintained by the Supervisor of Special Education in the receiving district for three years after the activities are completed.

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Gifted and Talented Pupils
M

R 2464 GIFTED AND TALENTED PUPILS

In the fall of each school year, the teacher of the Gifted and Talented program will evaluate pupils in Kindergarten through eighth grade to determine eligibility for entrance into the program.

Pupils in Kindergarten through second grade will be recommended for evaluation by the teacher and must meet the following entrance standards:

1. Rockaway Borough Schools pupil observation checklist (85% total score);
2. Cognitive Abilities score – Otis/Lennon test score of 127 or better;

Pupils in third through eighth grade evaluated by the Gifted and Talented teacher and must meet the following entrance criteria:

1. Gifted and Talented checklist (90% of items must be checked)
2. Renzulli Scale/characteristics of superior pupils;
3. Cognitive Abilities score – Otis/Lennon test score of 127 or better;
4. Rockaway Borough School District Identification Matrix score (24+);
5. Math score – advanced proficient on the NJASK*; and
6. Language Arts Literacy score – advanced proficient on the NJASK*.

*A child may not score in the less than proficient range in any assessment area of the NJASK.

*The Otis/Lennon Test of Cognitive Abilities will be administered to all third and fifth grade pupils and any incoming pupils on a case by case basis.

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Home or Out-of-School Instruction for General
Education Pupils

R 2481 HOME OR OUT-OF-SCHOOL INSTRUCTION FOR GENERAL
EDUCATION PUPILS

The Board of Education will provide instructional services to an enrolled general education pupil at the pupil's home or other suitable out-of-school setting pursuant to N.J.A.C. 6A:16-10.2.

A. Conditions For Providing Instructional Services – N.J.A.C. 6A:16-10.2(a)

1. The pupil is mandated by State law and rule for placement in an alternative education program for violations of N.J.A.C. 6A:16-5.5 and 5.6 but placement is not immediately available;
2. The pupil is placed on short-term or long-term suspension from participation in the general education program pursuant to N.J.A.C. 6A:16-7.2 and 7.3; or
3. A court order requires the pupil receive instructional services in the home or other out-of-school setting.

B. Providing Services

1. The school district shall provide services no later than five school days after the pupil has left the general education program.
2. The school district in which the pupil resides shall be responsible for the costs of providing instruction in the home or out-of-school setting either directly or through contract with another Board of Education, Educational Services Commission, Jointure Commission or approved clinic or agency.

C. Standards For Home or Out-Of-School Instruction

1. The Supervisor of Special Services shall coordinate the development of an Individualized Program Plan (IPP) for delivery of instruction and maintain a record of delivery of instructional services and pupil progress.

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Home or Out-of-School Instruction for General
Education Pupils

- a. For a pupil expected to be on home instruction for thirty calendar days or more, the IPP shall be developed within thirty calendar days after placement;
 - (1) For a pupil on short-term suspension from the general education program pursuant to N.J.A.C. 6A:16-7.2, development of an IPP is not required.
 - (2) For a pupil on long-term suspension from the general education program pursuant to N.J.A.C. 6A:16-7.3, the IPP shall be developed within thirty days following a determination by the school district.
 - b. The IPP shall be based upon consultation with the pupil's parent(s) or legal guardian(s) and a multi-disciplinary team of professionals with appropriate instructional and educational services credentials to assess the educational, behavioral, emotional, social, and health needs of the pupil and recommend a program to address both educational and behavioral goals;
 - c. The IPP shall incorporate any prior findings and actions recommended through the school building system of Intervention and Referral Services, pursuant to N.J.A.C. 6A:16-8, Intervention and Referral Services;
 - d. The IPP shall recommend placement in an appropriate educational program, including supports for transition back to the general education setting; and
 - e. The Supervisor of Special Services shall review the pupil's progress, consult with the pupil's parent(s) or legal guardian(s), and coordinate the revision of the IPP no less than every sixty calendar days.
2. The teacher providing instruction shall be appropriately certified for the subject and grade level of the pupil pursuant to N.J.A.C. 6A:9, Professional Licensure and Standards.

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Home or Out-of-School Instruction for General
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3. The teacher shall provide one-on-one instruction for no fewer than ten hours per week on three separate days of the week and no fewer than ten hours per week of additional guided learning experiences that may include the use of technology to provide audio and visual connections to the pupil's classroom.
 - a. If home instruction is provided to pupils in a small group rather than through one-on-one instruction, direct instruction, that may include guided learning experiences, shall be provided for no fewer than twenty hours per week provided on no fewer than three separate days during the week and the pupil to teacher ratio shall not exceed 10:1.
 4. The instruction shall meet the Core Curriculum Content Standards in accordance with N.J.A.C. 6A:8 and the district's requirements for promotion and graduation.
 5. If instruction is delivered in the pupil's home, a parent(s) or legal guardian(s) or other adult twenty-one years of age or older who has been designated by the parent(s) or legal guardian(s) shall be present during all periods of home instruction.
 6. Refusal or failure by a parent(s) or legal guardian(s) to participate in the development and revision of the pupil's IPP as required or to be present in the home as required in 5. above may be deemed a violation of compulsory education laws, pursuant to N.J.S.A. 18A:38-25 through 31, and child neglect laws, pursuant to N.J.S.A. 9:6-1 et seq.
- D. Record Keeping
1. The Supervisor of Special Services shall maintain a summary record concerning pupils receiving home or out-of-school instruction because they could not be placed in the setting recommended as most appropriate in the pupils' IPPs.

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Education Pupils

- a. The summary record shall provide information concerning the number of pupils categorized by age, grade and gender, the number of weeks on home instruction before placement in the recommended setting, and the reasons for delay.
- b. The Superintendent shall provide the summary report annually to the County Superintendent of Schools.

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Adoption of Textbooks

R 2510 ADOPTION OF TEXTBOOKS

A. Definition

A “textbook” is the principal source of instructional material for any given course of study, in whatever form the material may be presented, which is available to or distributed to every pupil enrolled in the course of study.

B. Textbook Selection Committee

1. A textbook selection committee(s) will be named annually by the Principal of each school.
2. The Principal of a non-departmentalized school will appoint to the committee no fewer than three teaching staff members, who represent a range of interests and backgrounds.
3. The Principal of a departmentalized school will appoint to the committee no fewer than three teaching staff members, who represent different subject areas or departments in the school.
4. If the Board so approves, members of the textbook selection committees may be given compensation during the summer months for the work of reviewing potential textbook selections.

C. Recommendation Procedures

1. Any teaching staff member may request the textbook selection committee’s consideration of a possible textbook.
2. The textbook selection committee will investigate current textbooks on the market.
3. A textbook recommended for screening should be read and examined by each of the textbook selection committee members or, in a departmentalized school, by the appropriate subject area representatives. The committee members should have examined, wherever possible, at least three other books similar in nature to the textbook recommended for adoption.

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4. Each textbook selection committee member should submit to the chairperson a written evaluation of the textbook.
5. The committee chairperson will also read and examine each recommended textbook.
6. The committee chairperson or the person initiating the request for consideration will prepare an evaluation report for submission to the Superintendent.
7. The Superintendent will forward the recommendation to the Board. He/She may first convene the textbook selection committee or confer with the chairman of the committee to discuss the evaluation report and the merits of the recommended textbook.

D. Review of Textbooks Currently In Use

1. Each textbook that has been in use in the district for five years or more will be evaluated annually by the textbook selection committee for its continuing usefulness. In addition, any teaching staff member may recommend the review of a textbook currently in use and used for less than five years.
2. The textbook selection committee will consider:
 - a. The length of service of the current textbook,
 - b. The copyright date,
 - c. The average condition of the textbooks currently in use,
 - d. The cost of replacements,
 - e. The merits of the textbook in the light of the standards by which new textbooks are measured, and
 - f. If review has been especially requested, the reason for the request.
3. A recommendation to retire a textbook will be forwarded to the Superintendent with a full report of the committee's findings. Any such recommendation should be accompanied by the committee's suggestion for a replacement textbook.

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Adoption of Textbooks

E. Standards of Review

In the review of any suggested textbook, the textbook selection committee shall consider:

1. The reliability and reputation for scholarship of its author and publisher;
2. Whether the content of the textbook
 - a. Relates to the course of study in which it will be used,
 - b. Can be read and understood by the pupils for which its use is intended,
 - c. Is accurate and up to date,
 - d. Clearly distinguishes fact from opinion,
 - e. Is well organized and presented,
 - f. Includes helpful and thoughtfully prepared indexes, graphic materials, references, bibliographies, glossaries, and appendices, and
 - g. Is biased.
3. The ways in which a proposed textbook improves on the book it replaces;
4. Whether the proposed textbook's binding, paper, and typeface are appropriate and durable;
5. The cost and probable life of the proposed textbook;
6. Whether the presentation of any controversial subject is objective and suitable to the maturity of the pupils for whose use the book is intended;
7. The experience other schools and/or districts may have had with the use of the proposed textbook; and
8. The textbook's compliance with the district's affirmative action plan for school and classroom practices, as set forth in Policy No. 2260.

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REGULATION

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Instructional Supplies

R 2520 INSTRUCTIONAL SUPPLIES

A. Definition

“Supplies” are the consumable materials distributed to teachers and pupils for the implementation of the instructional program. “Supplies” include, but are not necessarily limited to, paper, pencils, chalk, erasers, paste, clay, artistic materials, craft paper, markers, string, adhesive tape, scissors, soap, and the like.

B. Supply Procedures

1. Supplies will be kept in a supply closet or room in each school building. The Building Principal will be responsible for the content and inventory of the supply closet.
2. Each teacher will request supplies each year by submitting a written request to the Principal. The teacher should request a sufficient quantity of supplies to satisfy the needs of his/her class for at least eight weeks.
3. The teacher’s request will be recorded in the Principal’s office.
4. At the end of each school year, a record of the supplies requested and used in each classroom will be given to the Building Principal.
5. The Principal will invite all teaching staff members to suggest additional supplies and/or replacements for the supplies currently used.

C. Cost of Supplies

Supplies will be made available without charge to all pupils, except in the following circumstances:

1. Where non-reusable clothing or personal equipment, such as gym outfits, is required for reason of safety, health, or the protection of school property, pupils will be requested to provide their own clothing or equipment. The Principal may require that such clothing or equipment meet school standards (other than color or style) and may recommend a suitable commercial source for the clothing or equipment.

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Instructional Supplies

2. Where a pupil enrolled in a class or activity in which a product is made, such as woodshop or home economics, chooses to prepare and keep a useful item, the pupil may be required to pay the costs of the materials used. Pupils shall always be given the option of preparing an item for use by the school, for which no charge will be made. Any charge made under this regulation will be presented in writing by the teacher with a copy to the Building Principal, and the moneys collected will be deposited with the Building Principal.
3. Pupils may be required to provide supplies for their participation in co-curricular activities.
4. A pupil who is eligible for free and reduced rate meals will not be required to pay for any supplies, including those exempted from free distribution in paragraph D1, 2, and 3 above.
5. Teachers are advised to report to the Building Principal any pupil who is unable to pay for the supplies listed above.

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Resource Materials

R 2530 RESOURCE MATERIALS

A. Definition

“Resource materials” are all those sources of information for the use of pupils that have not been designated as textbooks and generally must be shared by individual pupils. Resource materials include reference books, fiction and nonfiction books, maps, audio and audio-visual materials, CD-ROM’s, pamphlets, periodicals, pictures and on-line references. Resource materials may be maintained in classroom library collections and/or in the school library or media center.

B. Selection Process

1. The Building Principal in each school building will accept the written requests of teaching staff members for new and revised reference materials. Each request should include the:
 - a. Name and originator of the work,
 - b. Its publisher or distributor,
 - c. A brief description of the material, and
 - d. The reason for the request, including the relevance of the material to the instructional program.
2. All recommendations will be forwarded to the Building Principal for consideration. The Building Principal will attempt to review each requested work or, alternatively, to consult with other educational institutions that have used the material.
3. The Building Principal may consult such selection aids as booklists, school library journals, previews, school library catalogs, and subject bibliographies prepared by specialists in the field.
4. The Building Principal will measure each recommendation against the standards for selection (see paragraph C) and the amount budgeted for resource materials in the current or succeeding school year, as appropriate.

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Resource Materials

5. The Building Principal will present to the Superintendent a list of recommended purchases, no later than May each year. The list will include multiple copies of material for which a high level of interest and need is anticipated.

C. Selection Standards

Standards to be applied in the selection of resource materials are those set forth in Policy No. 2530, repeated here.

1. Material will be suited to the varied interests, abilities, reading levels, and maturation levels of the pupils to be served.
2. Wherever possible, materials will provide major opposing views on controversial issues so that pupils may develop under guidance the practice of critical reading and thinking.
3. Wherever possible, materials will represent the many religious, ethnic, and cultural groups and their contribution to American heritage.
4. Materials will be factually accurate and of genuine literary or artistic value.
5. Materials will be of a quality and durability appropriate to their intended uses and longevity.
6. Materials will relate to, support, and enrich the courses of study adopted by the Board.

D. Removal of Reference Materials

1. The Building Principal will conduct a periodic review of reference collections for their:
 - a. Continuing usefulness,
 - b. Relevance to the curriculum,
 - c. Representation of the needs and interests of all grade levels, subject areas, and departments, and
 - d. Balance of content, types of material, and manner of presentation.

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Resource Materials

2. Standard materials subject to frequent use that are worn or missing should be replaced periodically.
3. Outdated materials and materials no longer relevant to the curriculum may be withdrawn from the collection on Board approval.
4. A complaint about reference materials shall be handled in accordance with Policy No. 9130 and Regulation No. 9130.

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REGULATION

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Use of Copyrighted Materials

R 2531 USE OF COPYRIGHTED MATERIALS

A. Literary Material

1. A single copy may be made of any of the following by or for a teacher at his/her individual request for scholarly research or for use in teaching or in preparation for teaching a class:
 - a. A chapter from a book;
 - b. An article from a periodical or newspaper;
 - c. A short story, short essay or short poem; whether or not from a collective work; or
 - d. A chart, graph, diagram, drawing, cartoon or picture from a book, periodical, or newspaper.
2. Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the teacher giving the course for classroom use or discussion, provided that:
 - a. Each copy includes a notice of copyright; and
 - b. The material copied is brief and the copying is spontaneous and noncumulative as measured by the following definitions of brevity, spontaneity, and noncumulative effect.
 - (1) Brevity: A reproduced work is brief if it consists of the following:
 - (a) Poetry: Not more than a complete poem if fewer than 250 words and if printed on not more than two pages, or an excerpt from a longer poem if the excerpt is not more than 250 words. These numerical limits may be expanded to permit completion of an unfinished line of poetry.

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Use of Copyrighted Materials

- (b) Prose: Not more than a complete article, story, or essay of fewer than 2,500 words; or an excerpt from any prose work of not more than 1,000 words or ten percent of the work, whichever is less, but in any event a minimum of 500 words. These numerical limits may be expanded to permit completion of an unfinished prose paragraph.
 - (c) Illustration: Not more than one chart, graph, diagram, drawing, cartoon, or picture per book or per periodical issue.
 - (d) Special Works: Certain works in poetry, prose or in poetic prose which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience often fall short of 2,500 words in their entirety. Paragraph 2b(1)(b) above notwithstanding, such special works may not be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages of such special work and containing not more than ten percent of the words found in the text thereof may be reproduced.
- (2) Spontaneity: Reproduction of a copyrighted work is spontaneous if:
- (a) The copying is at the instance and inspiration of the individual teacher; and
 - (b) The inspiration and decision to use the work and the moment of its use of maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission to use the work.

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- (3) Noncumulative Effect: Reproduction of a copyrighted work is noncumulative if:
 - (a) The copying of the material is for only one course in the school in which the copies are made;
 - (b) Not more than one short poem, article, story, essay or two excerpts has been copied from the same author or more than three from the same collective work or periodical volume during one class term. This section does not apply to current news periodicals and newspapers and current news sections of other periodicals;
 - (c) There have been no more than nine instances of such multiple copying for one course during one class term. This section does not apply to current news periodicals and newspapers and current news sections of other periodicals.
3. Notwithstanding any of the above, the following prohibitions shall be in effect:
 - a. Copying shall not be used to create or to replace or substitute for anthologies, compilations, or collective works. Such replacement or substitution may occur whether copies of various works or excerpts are accumulated or reproduced and used separately;
 - b. There shall be no copying of or from works intended to be consumable in the course of study or of teaching. Consumable works include workbooks, exercises, standardized tests, test booklets, answer sheets, and like material;
 - c. Copying shall not substitute for the purchase of books, publishers' reprints, or periodicals; or be directed by higher authority; or be repeated with respect to the same item by the same teacher from term to term;

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Use of Copyrighted Materials

d. No charge shall be made to the pupil for the copied material.

B. Televised Material

1. A broadcast program may be recorded off-air simultaneously with broadcast transmission (including simultaneous cable retransmission) and retained for a retention period of forty-five calendar days after the date of the recording; at the expiration of the retention period the recording must be erased or destroyed.
2. An off-air recording may be used once by individual teachers in the course of relevant teaching activities and may be repeated once only when instructional reinforcement is necessary, in the classroom or similar place of instruction or the home of a pupil receiving home instruction, during the first ten school days in the retention period. After the first ten school days, an off-air recording may be used during the remainder of the retention period only to permit teachers to evaluate its effectiveness in the instructional period.
3. Off-air recordings may be made only at the request of and used by individual teachers and may not be regularly recorded in anticipation of requests. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast.
4. A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers under these guidelines. Each such additional copy shall be subject to all provisions governing the original recording. All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.
5. Off-air recordings need not be used in their entirety, but the recorded programs may not be altered from their original content. Off-air recordings may not be physically or electronically combined or merged to constitute teaching anthologies or compilations.

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Use of Copyrighted Materials

C. Pre-recorded Video

The use of commercially pre-recorded video (such as video cassettes and DVD disks rented by commercial enterprises) may be used for instructional purposes without the purchase of a public performance license. Such tapes shall not be used in school situations in violation of the copyright laws which prohibit use for reward or entertainment or in other school activities. The use of such materials for these purposes in the school shall be considered a public performance and require:

1. A blanket license for showing the pre-recorded video obtained from the Motion Picture Licensing Corporation (MPLC) or other group authorized to license the pre-recorded material.
2. A specific license for the showing of a pre-recorded video not covered by a blanket license.

The use of non-commercially pre-recorded video shall require the written permission of the producer of the video prior to its use for other than instructional purposes.

If the requested license or permission has not been obtained, the material shall not be shown in the school.

D. Music

1. The following uses of copies of copyrighted music are permissible.
 - a. Emergency copies of printed music may be made to replace purchased copies which for any reason are not available for an imminent performance provided purchased replacement copies are substituted in due course.
 - b. For academic purposes other than performance:
 - (1) Multiple copies of excerpts of works may be made, provided that the excerpts do not comprise a part of the whole which would constitute a performable unit such as a section, movement, or aria, but in no case more than ten percent of the work. The number of copies shall not exceed one copy per pupil.

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- (2) A single copy of an entire performable unit (section, movement, aria, etc.) that is
 - (a) Confirmed by the copyright proprietor to be out of print, or
 - (b) Unavailable except in a larger work, may be made by or for a teacher solely for the purpose of scholarly research or in preparation to teach a class.
 - c. Printed copies that have been purchased may be edited or simplified provided that the fundamental character of the work is not distorted or the lyrics, if any, altered or lyrics added if none exist.
 - d. A single copy of recordings of performances by pupils may be made for evaluation or rehearsal purposes and may be retained by the educational institution or individual teacher.
 - e. A single copy of a sound recording (such as a tape, disc, or cassette) of copyrighted music may be made from sound recordings owned by the school district or by an individual teacher for the purpose of constructing aural exercises or examinations and may be retained by the district or the teacher. (This pertains only to the copyright of the music itself and not to any copyright that may exist in the sound recording.)
2. The following uses of copies of copyrighted music are prohibited.
 - a. Copying to create or replace or substitute for anthologies, compilations, or collective works;
 - b. Copying of or from works intended to be consumable in the course of study or of teaching such as workbooks, exercises, standardized tests, answer sheets, and like material;
 - c. Copying for the purpose of performance, except as permitted in paragraph C1a;

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- d. Copying for the purpose of substituting for the purchase of music, except as permitted in paragraph C1a and paragraph C1b; and
- e. Copying without inclusion of the copyright notice that appears on the printed copy.

E. Computer Software and The Internet

1. A software program shall not be copied onto a blank disk except as expressly permitted by the program itself.
2. An archival disk may be made as a back-up program disk. The archival disk shall be used only when the original software disk has been mistakenly damaged or destroyed and may not be used for any other purpose.
3. Software shall not be loaded into more than one computer at any one time, unless a site license has been purchased to permit loading multiple computers.
4. Copyrighted materials shall not be downloaded from the Internet without the express permission of the author and the payment of any required fees.

F. Obtaining Permission for Copying

1. A teacher may request and obtain permission to copy material from a copyrighted work; the teacher may then use the work as expressly permitted and will not be bound by the limitations and prohibitions set forth above.
2. Request for permission must be in writing and should be sent, together with an envelope addressed to the sender, to the permissions department of the publisher of the work. The request should include:
 - a. The title, author or editor, and edition of materials for which permission is sought;
 - b. The exact material to be used, with specification of amount, page numbers, chapters, including, if possible, a photocopy of the material;
 - c. The number of copies the requestor proposes to make;

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- d. The use to be made of the duplicated materials;
 - e. The form of distribution;
 - f. Whether or not the copies will be sold; and
 - g. The process by which the material will be reproduced.
3. A copy of the written permission granted by the publisher or copyright owner shall be preserved by the teacher who may be required to present the written permission to the Principal or designee.
 4. Teachers shall inform pupils on the limitations of the use of copyrighted material.

REGULATION

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Live Animals in School

R 2560 LIVE ANIMALS IN SCHOOL

A. Standards for Use

1. A teacher or other qualified adult supervisor must assume primary responsibility for the purposes and conditions of any study, activity, or performance that involves live animals in school.
2. Each study involving live animals will have as a clearly defined objective the teaching of some biological principle(s).
3. All animals used must be lawfully acquired in accordance with State and local laws, be healthy and free from transmissible diseases, and must have been vaccinated against rabies if susceptible. Proof of vaccination must be provided to the Principal or designee before the live animal is brought into the school building.
4. Animals may be handled only by the responsible adult supervisor and the pupil(s) directly involved in the study or performance.
5. Animals must be properly fed and provided with sanitary cage quarters.
6. When animals are kept on school grounds or in a school building over vacation periods, adequate housing must be provided and a qualified caretaker must be assigned the specific duties of care and feeding.
7. Teachers of pupils pursuing investigations at other than regular class periods while in school as part of a school assignment or project (such as a school science fair) will be bound by these regulations.
8. The Principal or designee must approve a live animal being brought into the school building and the use of any animal in a course of instruction or the establishment of an animal habitat in a classroom.
9. The Principal or designee will make a determination that no pupil in a class where the animal will be housed is allergic to the animal and would suffer an adverse reaction to the animal. The Principal or designee should also attempt to determine if any other pupil in the school building could suffer an adverse reaction. If the Principal or designee determines that there is a pupil(s) who would suffer an adverse reaction, the Principal or designee shall deny approval to have the animal in the school.

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Live Animals in School

B. Injury to Persons

The following steps will be followed in the event a pupil, staff member, or visitor to school is bitten or scratched by an animal in school. The teaching staff member or adult supervisor in charge will:

1. Take immediate and prudent steps to prevent further injury;
2. Follow Regulation No. 8441 for The Care of Injured and Ill Persons; and
3. Capture and impound the animal, pending a determination of the Board of Health regarding any further action.

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R 2624 GRADING SYSTEM

A. Purpose of Grading

1. The purpose of grading is to assist pupils in the process of learning; all grading systems will be subject to continual review and revision to that end.
2. Grades acknowledge a pupil's demonstrated proficiency in the New Jersey Core Curriculum Content Standards and locally established learning goals and objectives:
 - a. Active participation in and attention to daily lessons,
 - b. Frequent contribution to discussions,
 - c. Prompt, thorough, accurate, and neat preparation of assignments,
 - d. Thorough preparation and performance on tests and assessments,
 - e. Display of an eagerness to learn and an inquisitive approach to lessons,
 - f. Attention to the need for proper materials,
 - g. Cooperation with the teacher's efforts, and
 - h. Willingness to work to the best of his/her ability and to do more than the minimum expected.

B. Preparation for Grading

1. Each pupil must be informed of the behavior and achievements expected of him/her at the outset of each course of study or unit of study.
2. Each pupil must be kept informed of his/her progress during the course of a unit of study. Pupils who so request are entitled to see the grades resulting from their performance during the grading period.

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3. Each method of grading shall be appropriate to the course of study and the maturity and abilities of the pupils.
4. Pupils should be encouraged to evaluate their own achievements.
5. The process of review and revision will involve teaching staff members, parent(s) or legal guardian(s), and, as appropriate, pupils.

C. Grading Periods

1. Grades will be awarded at the end of four marking periods in each school year.
2. Pupils will be given notice of their mid-term grades at mid-point of each marking period.
3. Pupils will be given a final grade in each subject at the end of the school year.
4. Grades will be recorded on report cards for parent(s) or legal guardian(s) notification in accordance with Policy No. 5420 and Regulation No. 5420.

D. Basis for Grading

The teacher responsible for assigning a grade should take into consideration the pupil's:

1. Completion of written assignments prepared in the classroom or elsewhere;
2. Oral contributions in class, including discussion responses, observations, panel participation, presentations, initiation of topics;
3. Performance on oral and written tests and quizzes;
4. Research into standard references and other background materials;
5. Oral and written reports on materials read by the pupil;
6. Laboratory work;
7. Term papers;
8. Special oral or written reports;

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9. Other evidences of the pupil's constructive efforts and achievements in learning; and
 10. For the final grade, the pupil's attendance record, in accordance with Policy Nos. 5200, 5410, and 5460.
- E. Meaning of Grades
1. The following grades will be given in each academic subject at the end of each marking period:
 - a. A grade of A indicates superior performance. It may be given to a pupil whose achievement is significantly above grade level; whose work achieves a quality and quantity that consistently excels; and who demonstrates a high degree of initiative, application, and purpose.
 - b. A grade of B indicates above average performance. It should be given to a pupil whose achievement is above grade level; whose work frequently excels; and who generally demonstrates strength in the subject.
 - c. A grade of C indicates average performance. It should be given to a pupil whose achievement in most areas of the subject are average; whose work is acceptable; and who demonstrates a satisfactory degree of proficiency.
 - d. A grade of D indicates below average performance. It should be given to a pupil whose achievement in the subject is barely passing; whose work is the minimum acceptable for credit; and who demonstrates only weak proficiencies in the subject.
 - e. A grade of F indicates failing performance and that no credit can be given for the subject. It should be given to a pupil who has not met the minimum requirements of the course; who has demonstrated an inability or unwillingness to master the basic elements of the course; or who has failed to meet the minimum attendance standards necessary to pass a course of study.

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- f. Letter grades may be modified by plus or minus signs.
- 2. The following grading scales and indicators shall be used:

Grades Kindergarten – Two

E = Exceeds expectations at this time

M = Meets expectations at this time

S = Still developing at this time

N = Needs improvement at this time

Blank = Not evaluated this quarter

Grades Three – Eight

_____ = _____

_____ = _____

_____ = _____

_____ = _____

_____ = _____

F. Grade Validation

In order that he/she may justify a grade, each teacher is directed to retain in his/her possession the following records to validate grades awarded to pupils. The records should be kept for a minimum of six years after the end of the school year in which the grades were awarded.

- 1. The daily attendance and tardiness record;
- 2. All grades earned for classroom activities such as quizzes, tests, reports, and class recitations;
- 3. All grades earned for activities conducted elsewhere, such as homework assignments and term papers;
- 4. Any notation regarding the meaning of each grade and its relation to the type of activity or material covered;

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5. Any notation of discussions with the pupil on a grade or the pupil's cumulative grade average;
 6. Any referrals for guidance, discipline, and the like; and
 7. Any notations recording communications between the teacher and the parent(s) or legal guardian(s), the Principal, or other teaching staff members.
- G. Appeal
1. Each teacher is responsible for the determination of the grade a pupil receives for participation in the teacher's course of study.
 2. Each teacher may be required to furnish reasons, supported by evidence (see paragraph E above) to substantiate any grade earned.
 3. If a grade is challenged by a pupil or a parent(s) or legal guardian(s), the teacher will convene a conference and will explain the grading system and the reasons for the final grade.
 4. If the parent(s) or legal guardian(s) or pupil is not satisfied by the teacher's explanations, he/she may appeal the grade to the Principal, who will consult with the teacher and the pupil in an attempt to resolve the dispute. The Principal will give every reasonable deference to the teacher's professional judgment.
 5. If the Principal determines that the grade should be changed, he/she will alter the grade on all records and indicate by whose authority the grade has been changed.
 6. No reprisals will be taken in any form against a teacher who remains determined in his/her belief that the grade originally given is fair and correct.
 7. The Superintendent may hear an appeal from the Principal's determination. Only in the most extraordinary circumstances will the Superintendent alter a grade determined at the school building level.