

REGULATION

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOL DISTRICT

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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 regardless of race, color, creed, age, marital status, affectional or sexual orientations, gender, gender identity or expression, religion, ancestry, national origins, socioeconomic status, and/or disability.

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

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

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Constitution of Central Curriculum Planning Committee

R 2210 CONSTITUTION OF CENTRAL CURRICULUM PLANNING COMMITTEE

A. Purpose

The overall purpose of the Central Curriculum Planning Committee (C.C.P.C.) shall be the improvement of the curriculum of the Parsippany-Troy Hills Township School District.

The mission of the C.C.P.C. is to:

1. Share new ideas related to curriculum.
2. Provide input on all aspects of curriculum (research, development, dissemination, implementation).
3. Recommend curriculum strategies to the Board through the Superintendent.

B. Membership

The membership of the C.C.P.C. shall include:

Chairperson of Each Curriculum Standing Committee

- Visual and Performing Arts
- Language Arts Literacy
- Health and Physical Education
- Mathematics
- Science
- Social Studies
- World Language (including ESL)
- Applied Technology
(Business/Vocational/Industrial Arts/ Family & Consumer Sciences)
- Guidance
- Special Programs
Special Education/Gifted Education

Assistant Superintendent of Curriculum and Instruction

Elementary Council Representative

Secondary Council Representative

One Supervisor

PTHEA Representative



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Constitution of Central Curriculum Planning Committee

Teacher-members shall have been employed in Parsippany-Troy Hills Township School District for at least two years.

Each of the above members shall have one vote on all matters brought before C.C.P.C.

In accordance with the Agreement, the Association shall designate one member of the committee, who shall be a voting member.

Each standing committee Chairperson shall be selected by the members of the standing committee. Standing committee representatives shall be selected in May of the school year and will serve for two years effective July 1, following selection.

The Chairperson of the C.C.P.C. shall be selected by the membership. Chairpersons shall serve a two year term concurrent with the two year membership cycle. An alternate Chairperson shall be selected annually.

C. Responsibilities

The responsibility of the C.C.P.C. shall be as follows:

1. Consider for recommendation to the Board of Education the proposals from program areas which have curriculum implications resulting in new courses, revisions of current courses, and other curricular reform.
2. Act as a communication link between the various groups within the school system, apprising all segments of current curriculum activities, and disseminating the results of such activities to all concerned.
3. Review long-range planning in all matters pertaining to curriculum.
4. Recommend priorities for curriculum development.
5. Review and approve recommended textbooks.
6. Recommend that items approved by majority of membership be submitted by the Superintendent to the Board for its approval.



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Constitution of Central Curriculum Planning Committee

D. Standing Committees

Standing committees representing the curriculum interests of the ten content areas previously named shall:

- identify curriculum needs
- initiate proposals for curriculum revision
- evaluate initial proposals for curriculum revision
- review new and revised curriculum
- recommend, through the standing committee Chairperson, approval of curriculum that has been reviewed
- review textbooks that have been recommended by textbook selection committees
- discuss other programs that supplement the curriculum

Each standing committee shall be constituted as follows:

- Every effort shall be made to include representation from all buildings. Delegates shall be from the elementary, middle and high school levels with the following limitation:

- elementary – up to 4 members (no more than one from any school)
- middle – up to 2 members (no more than one from any school)
- high school – up to 2 members (no more than one from any school)

- In the event that representatives cannot be present, an alternate may be sent in their place.

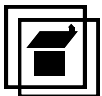
Content area supervisors shall be ex-officio members of each committee.

Meetings of the standing committees shall take place bi-monthly, alternating with scheduled meetings of the C.C.P.C.

E. Committees

Ad hoc committees may be formed by C.C.P.C.

These committees shall be required to submit a report to the committee periodically. These reports shall include concrete suggestions, recommendations and evaluation procedures. Both majority and minority positions may be presented.



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Constitution of Central Curriculum Planning Committee

F. Meetings

The C.C.P.C. shall meet bi-monthly. Operating procedures shall be determined at the June reorganization meeting.

Additional meetings shall be held at the request of the Chairperson whenever particular situations warrant same.

A quorum shall consist of nine voting. A majority vote shall be required on all matters. A tie vote shall be resolved by the Board.

The Chairperson shall see that minutes are provided and distributed to the professional staff and the Board.

All meetings shall be conducted according to Roberts Rules of Order.

G. Agenda/Meeting Packet

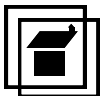
One week prior to each meeting, an agenda/meeting packet shall be distributed to the members of the C.C.P.C. The preparation and distribution of the agenda/meeting packet shall be the responsibility of the Chairperson.

Items for the agenda may be submitted by any member of the professional staff, through a committee member, or through the curriculum office.

H. Amendments

Amendments may be prepared by any member of the Committee. Adoption shall require a two-thirds (2/3) vote of the Committee and approval by the Board.

Issued: 2 April 2009



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 the Assistant Superintendent of Curriculum.
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.

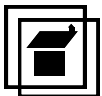
B. Content

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 appreciations 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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Affirmative Action Program for School and Classroom
Practices Complaint Procedure
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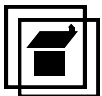
R 2260 AFFIRMATIVE ACTION PROGRAM FOR SCHOOL AND CLASSROOM PRACTICES COMPLAINT PROCEDURE

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 Parsippany-Troy Hills Township 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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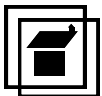
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Affirmative Action Program for School and Classroom
Practices Complaint Procedure

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 Parsippany-Troy Hills Township 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 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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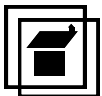
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Affirmative Action Program for School and Classroom
Practices Complaint Procedure

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.
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.



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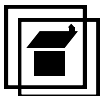
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Affirmative Action Program for School and Classroom
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9. The Board will review all papers submitted and may render a decision on the basis of the proceedings below. If the complainant so requests, 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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R 2320 INDEPENDENT STUDY

Independent Study is an integral part of our curriculum. Students can work independently for their own academic enrichment or for credit. The nature of independent study is service projects, academic studies, and research. Independent study is work beyond the student's normal class work and not in lieu of class work. Any student wishing to undertake an independent study must meet with the Coordinator of Guidance. Approval for independent study must be given the semester before the course is to begin by the Principal and Assistant Superintendent or designee.

1. **Course Work:** The sponsoring teacher, in consultation with the student, shall determine the specific work to be done, deadlines when work is due and all other aspects of the study. The written program outline is subject to the approval of the Coordinator of Guidance, the Principal, the Assistant Superintendent or designee, and the Board of Education. No course presently in the curriculum should be taken for Independent Study credit.
2. **Credit:** All Independent Study is for credit, either full-year or single semester. A student must meet all deadlines in the application process in order to get credit. Applications for full-year or fall semester Independent Study must be submitted to the Assistant Superintendent or designee in the spring of the previous year. Applications for spring semester must be received by the Assistant Superintendent no later than the second week of January.
3. **Grading:** Except for weighted grades, Independent Study shall be graded the same as any other course. Midterm and final examinations shall be at the discretion of the sponsoring teacher depending on the nature of the Independent Study. Requests for Honors credit for an independent study will be considered only if the time required to complete the independent study and the rigor of the program warrant it.
4. **Dropping Independent Study:** This may take two forms: a.) Teacher Initiated: A sponsoring teacher may elect to drop a student from the Independent Study Program for lack of participation. b.) Student Initiated: A student may elect to drop Independent Study. Either would result in the earned grade for the current marking period followed by a W in the next marking period(s). Again, no credit will be awarded.



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Independent Study

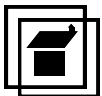
5. Student Conduct: All students must adhere to the following rules: a.) No Independent Study student may be absent from his/her stated obligation unless such absence is legitimate under school rules. No "cut" is permissible. b.) No Independent Study student may leave school grounds during the Independent Study period. Attendance must be taken at each assigned Independent Study period. c.) No Independent Study student entrusted with the use of a school area and material may allow other students, not so entrusted, into the area or allow other students to use the given materials or equipment. d.) The grading of student work is entrusted by law of the state of New Jersey to teachers licensed to do so and accredited in the special area. No Independent Study student may grade any quiz, test, worksheet, program, project or any student work. E.) Failure to observe any of the above rules may result in loss of credit and being dropped from the Independent Study Program.
6. Course Load: Independent Study is always a seventh or eighth credit, acceptable only if a student retains his six credit course load. A student may take only one independent study per year. Note: A copy of the student's current schedule must be attached to the application.
7. Independent study courses may not be taken for courses already offered in our curriculum.

I have read the above conditions, understand and accept them if I am approved for the Independent Study Program.

Student Signature _____ School _____ Date _____

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R 2330 HOMEWORK

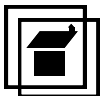
Research validates that homework is most effective when it:

1. Does not become routine.
2. Is clear to the pupil as to its relationship to class-work.
3. Is the basis of feedback by the teacher (not necessarily graded, but commented upon).
4. Promptly returned.

Teachers should be aware of and consider all of the four types of homework described below.

1. Practice homework - by far the most common type of homework involves the repetition of skills which were taught. It is assumed pupils are taught the skills or concepts during class time and the homework serves as a reinforcement of those skills.
2. Preparation homework - this type of homework is usually associated with the textbook. Pupils are assigned a section to read and answer questions concerning that section. It is assumed that the teacher reviews the material the next day.
3. Extension homework - this type of homework is assigned to determine if a pupil can transfer a skill or idea to a new or different situation.
4. Integrated homework - (based upon a synthesis of skills/concepts) - the idea behind this kind of homework is to ask pupils to blend concepts and skills and apply them in new and different ways. Integrated homework (putting together) is usually created by the teacher and may extend over a period of time.

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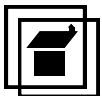
R 2340 FIELD TRIPS

A. Definition

A “field trip” is any journey by a group of pupils away from the school premises that has been duly approved in accordance with Policy No. 2340. A school sponsored trip taken by pupils as part of a co-curricular activity or a class trip is not a field trip and is governed instead by Regulation No. 5850.

B. Approval of Trips

1. A list of field trips considered appropriate for each grade level or subject area will be prepared and approved by the Parsippany-Troy Hills Board of Education. The approved list will be reviewed annually for additions, deletions, and revisions and will be distributed to teachers as a suggested guideline. In addition, the curriculum guide for a specific course of study may include suggested field trips.
2. A teacher shall request approval of a specific field trip by submitting a written application to the Assistant Superintendent of Curriculum and Instruction prior to the announcement of the anticipated trip. Field trip application forms are available in the office of the Assistant Superintendent.
3. The field trip application will include:
 - a. Proposed date of the trip (which should be checked in advance against the school calendar) and any alternate date(s);
 - b. The proposed destination and program and, if the destination is not generally known, its description and the reason it is selected by the teacher;
 - c. The relationship of the trip to curriculum goals and objectives;
 - d. The location of the destination;
 - e. Transportation arrangements, the estimated cost of transportation;
 - f. The time of departure and the estimated time of return to the school;
 - g. Admission fees, meals, if any are required.



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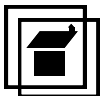
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4. The Assistant Superintendent of Curriculum and Instruction may deny a field trip request when:
 - a. The application is incomplete;
 - b. The anticipated cost is excessive;
 - c. The proposed trip bears insufficient relationship to the curriculum;
 - d. The pupils involved will have been taken from the class for the trip and other activities for an excessive amount of time;
 - e. The trip conflicts with other scheduled events or with other demands on school buses;
 - f. The class has exceeded its equitable allocation of field trips;
 - g. The trip will occur during an exam period or immediately before the end of a marking period; or
 - h. The destination and trip activity are inappropriate choices for pupils of the age and maturity typical of the class.
5. A request for an overnight field trip is subject to the approval procedures listed above and must receive the preliminary approval of the Assistant Superintendent of Curriculum and Instruction before it is submitted to the Board of Education.
6. The teacher will be given written approval or denial of the teacher's request for a field trip. A denial of approval will include the reason(s) for the denial.
7. One day class trips in Grades 5, 8, and 12 shall be permitted.

Principal, Superintendent, or Board may withdraw approval if safety concerns arise without liability to the Board for reimbursement. (Prior notification of this possibility required.)

C. Planning and Preparation

1. Each teacher who plans a field trip should take the following preliminary steps:



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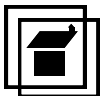
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Field Trips

- a. Determine that the proposed trip is the best method available for achieving the desired learning outcomes. Consult the list of approved field trip destinations for alternatives;
 - b. Consult the school calendar for any conflicts with the projected date of the field trip and for any clusters of field trips on or about that date;
 - c. Determine whether classes can be combined in a joint field trip for maximum economy;
 - d. Gather the information necessary to fill out the field trip application form; and
 - e. Complete and submit the form.
2. If the field trip is approved, the teacher should take the following preparatory steps:
- a. Discuss the proposed trip with pupils, giving particular attention to:
 - (1) The purpose of the trip and its relationship to the course of study,
 - (2) What in the trip the pupils should give particular attention to and ask questions about,
 - (3) Any reports, note taking, sketching, or the like pupils should accomplish on the trip,
 - (4) The assignment of background materials and research to enhance the value of the trip, and
 - (5) Rules of conduct and expected behaviors, both at the trip destination and in transit to and from the destination.
 - b. Distribute and collect a permission slip for each pupil who will participate in the trip. The slip must be signed by the pupil's parent(s) or legal guardian(s).

The slip will include notice of:

 - (1) The date, departure time, and return time;



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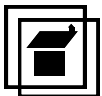
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- (2) The destination and its location;
- (3) The name of the teacher in charge;
- (4) The means of transportation; and
- (5) The purpose of the trip.

Signed permission slips will be filed with the school, who will file them until the end of the school year.

- c. Make arrangements for travel.
- d. Arrange with officials at the point of destination for:
 - (1) The pupils' admission;
 - (2) The provision of any materials that will enhance the trip;
 - (3) The services of guides, if necessary; and
 - (4) The provision of meals, if necessary.
- e. Arrange for chaperones, who may be other teaching staff members or volunteer parent(s) or legal guardian(s), and apprise them of their responsibilities.
- f. If unfamiliar with trip destination, make a reasonable effort to visit the premises to become acquainted with points of interest, special features, potential problem areas, and the food and restroom accommodations.
- g. Notify other teachers or departments, as appropriate, of the nature of the field trip and the pupils involved in the trips:
 - (1) To permit other teachers to plan for the absences; and
 - (2) To encourage other teachers to incorporate the field trip experience in their lesson plans.
- h. Prepare a roster of pupils who will participate in the field trip.
- i. Make alternate educational arrangements for any pupils who will not participate in the field trip.

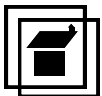


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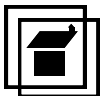
- j. Ascertain whether any pupil participating in the field trip will or may require medication in the course of the trip and arrange for the presence of the school nurse, a registered nurse, or the pupil's parent(s) or legal guardian(s) to administer the medication, except where pupils are allowed to self administer medication under statutory authority. If none can be present, report the matter to the Principal who may deny the pupil's participation.
3. On the day of the field trip, the teacher will:
 - a. If the weather is inclement and the trip is to take place out of doors or involves transportation that might be made hazardous by the weather.
 - (1) Check with the Superintendent who may determine to cancel or postpone the trip.
 - (2) If the trip is canceled or postponed, promptly inform chaperones.
 - b. Take attendance and deliver to the main office a roster of the pupils who are actually leaving on the field trip.
 - c. Ascertain that the full complement of assigned chaperones is present and prepared.
 - d. Ascertain that all pupils participating in the field trip have left the school by the arranged method of transportation. Only in exceptional circumstances, approved in advance by the Superintendent, may pupils be delivered directly to the destination by means other than those arranged by the teacher.
 - e. Take all reasonable steps to assure that pupils profit educationally from the trip.
 - f. Make no change or substitutions in the trip itinerary unless an emergency has occurred.
 - g. Ascertain that all pupils participating in the field trip have left the destination by the arranged method of transportation. Only in exceptional circumstances, approved in advance by the Superintendent, or in an emergency may pupils be taken from the destination by means other than those arranged by the teacher.



- h. If the trip will bring pupils back to school after the end of the school day, ascertain that the Principal will remain on the premises until the pupils' return or has appointed an emergency coordinator to remain on school premises. Plan to stay at the school or assign a certified staff member to stay at the school until the last pupil has been picked up or has departed for home by his/her regular transportation.

D. Chaperones

1. The teacher in charge of the trip is responsible for appointing and training chaperones. Chaperones should be persons known to the teacher to be responsible, dependable, and comfortable with children of the pupil's age and maturity.
2. The Board will pay the expenses of chaperones to the extent that the expenses of pupils and teachers are paid.
3. Chaperones will be assigned a specific group of pupils and are accountable for the welfare of those pupils. Pupils must not be left unattended; if the chaperone must briefly leave his/her assigned pupils, the chaperone should ask the teacher or another chaperone to take his/her place for the absence.
4. Smoking and the use of alcohol or drugs or the possession of weapons is prohibited for both pupils and chaperones.
5. Prior to their arrival at the destination, chaperones should inform the pupils in their charge of:
 - a. The conduct expected of them,
 - b. The time and place of departure, and
 - c. Any other information necessary to the conduct of the trip, such as meal arrangements and the location of restrooms.
6. Chaperones should attempt to regulate pupil conduct. Any significant or persistent disciplinary problem should be reported to the teacher for appropriate action.



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E. Emergencies

The following guidelines will be followed in the event of an emergency during a field trip.

1. An emergency on a school bus will be governed by the procedures set forth in Regulation No. 8630.
2. In the event a pupil is lost or missing, and all reasonable efforts to find him/her have failed, the teacher shall call the police and Principal. If the Principal is not immediately available, the teacher shall call the Superintendent's Office at 973-263-7200 ext. 7250 for further instructions.
3. In the event of a medical emergency, the teacher shall summon first aid and/or ambulance services. Any medical emergency shall be immediately reported to the Principal. Within twenty-four hours of the trip, the teacher shall file with the Principal a full written report of the emergency and the steps taken to protect the victim's health and safety.
4. In the event of a delay that will bring pupils back to school later than anticipated and after the end of the school day, the teacher will, as soon as he/she can estimate the actual time of arrival, call the Principal or a person designated by the Principal to remain at the school as emergency coordinator. The Principal or emergency coordinator will:
 - a. Inform parent(s) or legal guardian(s) of the delay by telephone;
 - b. Make the school facilities available to waiting parent(s) or legal guardian(s);
 - c. Remain at the telephone to answer incoming calls; and
 - d. Confer with the teacher to be certain all pupils have been safely dispatched.

F. Overnight Trips

1. A field trip that will remove pupils from the district overnight must be specifically approved by the Board. The request and approval procedures outlined in paragraph B6 above must be followed and shall be subject to the following conditions:

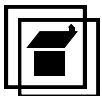


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- a. The objective of travel to historic or other points of interest must be directly linked to specific outcomes defined in advance of the trip.
 - b. Travel in state and out-of-state for competitions, exhibitions, and performances shall be permitted.
 - c. Prior to any overnight field trip students and parents shall be provided with clear notice of the behavior expected of all participants and the sanctions for failing to comply with these standards and all other policies relevant to student travel.
2. All of the provisions of this regulation are applicable to overnight field trips.
 3. Pupils and their parent(s) or legal guardian(s) may be required, as a condition of their participation in the trip, to attend a meeting at which they will be informed of the:
 - a. Purpose of the trip;
 - b. The particulars of the trip such as itinerary, departure and return times, duration, overnight accommodations, and points of interest;
 - c. Rules of conduct and behavior expectations, both on the trip and at the destination;
 - d. Need, if any, for special clothing, supplies, apparatus, or equipment; and
 - e. Costs, if any, of the trip.
- G. Follow-up and Evaluation
1. The teacher in charge of the field trip should express his/her appreciation to:
 - a. The chaperones, both lay and professional;
 - b. The officials and guides at the destination; and
 - c. Any other persons or representatives who assisted in the conduct of the trip.



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2. The teacher in charge should incorporate the field trip experience into pupil's learning by:
 - a. Conducting a discussion and a critical evaluation of the experience;
 - b. Building the field trip experience into subsequent learning activities.

Issued: 2 April 2009



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. 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.



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Acceptable Use of Computer Network/
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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.
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 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.



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Acceptable Use of Computer Network/
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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;
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 at a annual meeting 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.



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Acceptable Use of Computer Network/
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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 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 pupil's 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 Parsippany-Troy Hills Township School District and the system administrators for any losses, costs, or damages, including reasonable attorney's 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 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 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).



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 networks or 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 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.



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Acceptable Use of Computer Network/
Computers and Resources

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 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.

Determination of Consequences for Violations

The particular consequences for violations of this policy shall be determined by the Manager of Information Systems 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.



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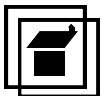
Acceptable Use of Computer Network/
Computers and Resources

Individuals violating this policy shall be subject to the consequences as indicated in Regulation No. 2361 and other appropriate discipline, which includes but are 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 Manager of Information Systems may be appealed in accordance with Policy No. 5710 Pupil Grievances.

Issued: 2 April 2009



R 2411 GUIDANCE 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, gender, gender identity or expression, socioeconomic status, or disability.

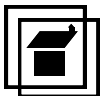
B. Career Awareness and Exploration

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

1. Assist pupils in making informed educational and occupational choices;
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 in resolving individual student problems and addressing student needs,
 - f. Establishment and maintenance of fruitful relationships with state and local agencies for the purpose of professional referral and the sharing of experiences,
 - g. Cooperation with business and industry to facilitate pupil job placement and vocational training, and
 - h. Maintenance of a library of occupational and educational information.

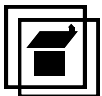


D. Evaluation

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 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.

Issued: 2 April 2009
Revised: 8 September 2016



R 2412 HOME INSTRUCTION DUE TO HEALTH CONDITION

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 staff member responsible for receiving home instruction requests 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 same staff member identified above 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 the same staff member identified above.
3. The same staff member identified above 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.



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Home Instruction Due to Health Condition

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
 - 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.

Adopted: 2 April 2009

Revised: August 28, 2014



R 2414 AT RISK PUPILS

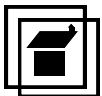
A. Assessment

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 for submission to the County Superintendent 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;
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);



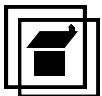
REGULATION

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At Risk Pupils

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.

Issued: 2 April 2009



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PARSIPPANY-TROY HILLS TOWNSHIP SCHOOL DISTRICT

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Title I Services
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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.

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:



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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;
 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.

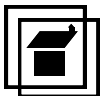


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- B. Ranking Order - The school district may rank its attendance areas by grade-span grouping or for the entire school district. If funds are insufficient to serve all eligible school attendance areas, the school district will:
1. Annually rank, without 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.
- 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;

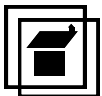


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2. Use Title I funds in a school that is not in an eligible school attendance area, if the percentage of children from low-income families enrolled in the school is equal to or greater than the percentage of such children in a participating school 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
 - 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.



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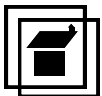
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4. The school district will reserve Title I funds as necessary to provide services comparable to those provided to children in schools funded with Title I funds to serve:
 - a. Where appropriate, eligible homeless children who do not attend participating schools, including providing educationally related support services to children in shelters;
 - b. Children in local institutions for neglected or delinquent children; and
 - 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.



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- 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.
- 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 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.



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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.

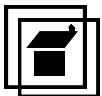
20 U.S.C.A. 3801 et seq.

34 C.F.R. Part 200

20 U.S.C.A. 6301 et seq.

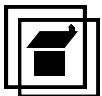
Title I Program Guidelines, New Jersey Department of Education

Issued: 2 April 2009



2415.04 TITLE I PARENTAL INVOLVEMENT

1. The Parsippany Troy Hills School District will invite parents annually to meet to provide input in the development of the district's Title I Parental Involvement Plan, based on the district's Title I Parental Involvement Policy.
2. The Parsippany Troy Hills School District will invite parents to participate in an annual survey to provide input regarding Title I program evaluation.
3. The Parsippany Troy Hills School District will provide the necessary coordination, technical assistance, and other support to assist Title I schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance. The district will support professional development opportunities to train teachers in the design and delivery of parent and/or family programs, provide the use of facilities for such activities, and provide financial support for teacher implementation of such programs.
4. In order to determine the effectiveness of the Title I Parent Involvement Policy, the Assistant Superintendent of Curriculum will conduct an annual survey of parents with results to be shared with parents at an annual meeting. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its Parental Involvement Policy and activities to design strategies for more effective parent involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
5. The Parsippany Troy Hills School District will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement through the following activities:
6. Through annual parent meetings at the district and school levels, through "parent education nights," through participation on school objectives committees, through reports of testing results, and through regularly-scheduled parent conferences, the school district will provide assistance to Title I parents in understanding the following: the State's academic content standards, the State's student academic achievement standards, the State and local assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators.



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7. Through school-based parent workshops, the district will provide materials and training to help parents work with their children to improve their children's academic achievement.
8. Through targeted professional development opportunities, the school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, Principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.
9. The school district will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of Title I children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language parents can understand: school newsletters, parent notices sent home, website postings, PTA announcements.

This district-wide Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I programs. The school district will distribute this policy to all parents of Title I children at the beginning of each academic year.

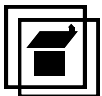
Issued: 2 April 2009



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 Executive Director of Pupil Personnel Services. The Complaint shall be in writing and shall be mailed, hand-delivered, or electronically submitted to the Executive Director of Pupil Personnel Services.
 5. The Executive Director of Pupil Personnel Services shall be responsible to coordinate the investigation of the allegations in the Complaint.
 - a. The Executive Director of Pupil Personnel Services shall acknowledge receipt of the Complaint to the complainant within ten business days of receipt of the Complaint.



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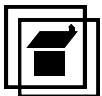
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No Child Left Behind Complaints

- b. The Executive Director of Pupil Personnel Services 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.
 - c. The Executive Director of Pupil Personnel Services may request additional information from the complainant regarding the Complaint.
 - d. The Executive Director of Pupil Personnel Services 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 Executive Director of Pupil Personnel Services 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;



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- 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 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:

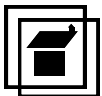
Office of Hearings & Appeals
400 Maryland Avenue, SW
Washington, DC 20202-4611
(202) 619-9700

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:



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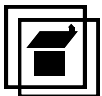
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- a. The alleged NCLB violation;
 - b. The facts supporting the alleged violation; and
 - c. Any supporting documentation.
3. To initiate a Complaint alleging the NJDOE has violated the administration of a NCLB program, a complainant must submit a 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>

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:
- 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



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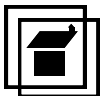
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- e. A tentative resolution date that is sixty days from the date that the written Complaint was received.

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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.

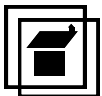
New Jersey Department of Education 1/26/07 Memorandum – No Child Left Behind Complaint Policy and Procedure



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**PARSIPPANY-TROY HILLS
TOWNSHIP SCHOOL DISTRICT**

Issued: 2 April 2009



R 2417 STUDENT INTERVENTION AND REFERRAL SERVICES

- A. Establishment of Intervention and Referral Services
1. The Superintendent of Schools will establish and implement in each school building in which general education students are served, a coordinated system for planning and delivering intervention and referral services designed to assist students who are experiencing learning, behavior, or health difficulties, and to assist staff who have difficulties in addressing students' learning, behavior, or health needs in accordance with the requirements of N.J.A.C. 6A:16-8.1 and 6A:16-8.2.
- B. Functions of Intervention and Referral Services
1. The Principal in each school building in which general education students are served will establish an Intervention and Referral Services (I&RS) Team. The I&RS Team will be comprised of the following:
 - a. The Principal or a member of the teaching staff other than a special education teaching staff member, who is appointed by the Principal to act on his/her behalf and with his/her authority, shall act as chairperson;
 - b. A member of the Child Study Team (CST) or an educational services staff member;
 - c. The staff member who referred the student in need of assistance or identified a school issue for discussion; and
 - d. Such other school staff members as may effectively aid in the development and implementation of the assistance plan for a particular student.



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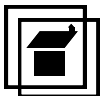
Student Intervention and Referral Services

25. The district will provide support, guidance, and professional development to school staff members who participate in each school's system for planning and providing intervention and referral services.
- C. Student Referral
1. A student not known to have a disability who is experiencing learning, behavior, or health difficulties shall be referred to the I&RS Team. This referral may be made by any school staff member or by the student's parent. The student's shall be informed of any such referral.
 - a. The district will provide support, guidance, and professional development to school staff members on identifying student learning, behavior, and health difficulties.
 2. When it appears that a referred student may have a disability, the I&RS Team shall refer the student to the CST for evaluation pursuant to Policy 2460 for a determination of the student's eligibility for special education and/or related services.
 3. The I&RS Team shall consult with the student's teacher(s), parent, and any school staff member as appropriate to identify and collect information on the learning, behavior, and health difficulties of the student.
 4. The school nurse may be requested to review the student's health records and inform the Principal of any health condition relevant to the student's difficulties. Any information regarding any infection with HIV virus or AIDS may be released only with the written permission of the adult student ~~pupil~~ or the student's.
 5. As appropriate, the I&RS Team may consult with community-based social and health agencies that provide services to the student or the student's family.
 6. The I&RS Team shall determine if the student's learning, behavior, and/or health difficulties may be helped with a written action plan.



D. Intervention and Referral Services Action Plans

1. The I&RS Team shall develop and implement a written action plan for referred students that provide for appropriate school or community interventions or referrals to school and community resources, based on collected data and desired outcomes for the identified learning, behavior, or health difficulties.
2. The intervention and referral services action plan shall:
 - a. Detail any modifications in the student's educational program which will include, but not be limited to, support and guidance to the student's teacher(s);
 - b. List the persons who will implement the action plan;
 - 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 student'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. Involve the student's parent in the development and implementation of any intervention and referral services action plan by being offered an opportunity to provide input in the development and implementation of the action plan;
 - f. Identify the I&RS Team member(s) who will coordinate the access to and delivery of school resources and services for achieving outcomes identified in the intervention and referral services action plan; and
 - g. Identify the I&RS Team member(s) who will coordinate the services of community-based social and health provider agencies and other community resources for achieving outcomes identified in the intervention and referral services action plan.



3. The implementation and effectiveness of each intervention and referral services action plan shall be reviewed by the I&RS Team within eight calendar weeks from the beginning of its implementation. The I&RS Team shall consult the referring school staff member and any other school staff members to assess the effectiveness of the plan.
 - a. If the action plan is not achieving the identified outcomes, the plan shall be modified to achieve the outcomes, as appropriate. If the review indicates the student may have a disability, the student shall be referred to the CST.
4. The I&RS Team may review any intervention and referral services action plan throughout the school year. However, at a minimum, the I&RS Team shall annually review all intervention and referral services action plans and the actions taken as a result of the school building's system of intervention and referral services, and make recommendations to the Principal for improving school programs and services, as appropriate.

E. Annual Reports

1. At the end of the school year, the Principal shall, in consultation with the I&RS Team, develop a report on the concerns and issues identified by the I&RS Team and the effectiveness of the services provided in achieving the outcomes identified in the intervention and referral services action plans. The report shall also include:
 - a. A description of the needs and issues identified through referrals to the I&RS Team;
 - 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



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Student Intervention and Referral Services

- d. Any other information the Principal or the I&RS Team determine would be beneficial to improving the school's system for planning and delivering intervention and referral services designed to assist students.
2. The Principal's report shall be provided to the Superintendent of Schools.

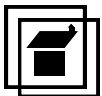
Issued: 2 April 2009

Revised: August 28, 2014



A. Definitions

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



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Bilingual and ESL Education

7. "English as a second language (ESL) program" means a daily developmental second-language program of at least one period of instruction based on student language proficiency which teaches aural comprehension, speaking, reading, and writing in English using second language teaching techniques, and incorporates the cultural aspects of the student's experiences in their ESL instruction. A period is the time allocated in the school schedule for instruction in core subjects.
8. "English language development standards" means the 2012 Amplification of the English Language Development Standards, Kindergarten - Grade 12, incorporated herein by reference, as amended and supplemented, developed by the World-Class Instructional Design and Assessment (WIDA) Consortium. They are the standards and language competencies ELLs in preschool programs and elementary and secondary schools need to become fully proficient in English and to have unrestricted access to grade-appropriate instruction in challenging academic subjects. The standards are published by the Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium (www.wida.us) and are available for review at <http://www.wida.us/standards/eld.aspx>.
9. "English language learner" or "ELL" means a student whose native language is other than English. The term refers to students with varying degrees of English language proficiency in any one of the domains of speaking, reading, writing, or listening and is synonymous with limited English speaking ability as used in N.J.S.A. 18A:35-15 to 26.
10. "English language proficiency test" means a test that measures English language skills in the areas of aural comprehension, speaking, reading, and writing.
11. "English language services" means services designed to improve the English language skills of ELLs. The services, provided in school districts with less than ten ELLs, are in addition to the regular school program and are designed to develop aural comprehension, speaking, reading, and writing skills in English.

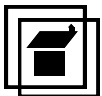


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12. "Exit criteria" means the criteria that must be applied before a student may be exited from a bilingual, ESL, or English language services education program.
13. "High-intensity ESL program" means a program alternative in which students receive two or more class periods a day of ESL instruction. One period is the standard ESL class and the other period is a tutorial or ESL reading class.
14. "Instructional program alternative" means a part-time program of instruction that may be established by a Board of Education in consultation with and approval of the New Jersey Department of Education. All students in an instructional program alternative receive English as a second language.
15. "Native language" means the language first acquired by the student, the language most often spoken by the student, or the language most often spoken in the student's home regardless of the language spoken by the student.
16. "Parent(s)" for the purposes of Policy and Regulation 2423 means the natural parent(s) or the legal guardian(s), foster parent(s), surrogate parent(s), or person acting in the place of a parent with whom the student legally resides. When parents are separated or divorced, parent means the person(s) who has legal custody of the student, provided such parental rights have not been terminated by a court of appropriate jurisdiction.
17. "Review process" means the process established by the Board of Education to assess ELLs for exit from bilingual, ESL, or English language services programs.
18. "Sheltered English instruction" means an instructional approach used to make academic instruction in English understandable to ELLs. Sheltered English classes are taught by regular classroom teachers who have received training on strategies to make subject-area content comprehensible for ELLs.

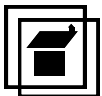


B. Identification of Eligible English Language Learners (ELLs)

1. The Superintendent of Schools will designate a teaching staff member(s) who will determine the native language of each ELL at the time of enrollment of the student in the school district. The district will:
 - a. Maintain a census indicating all students identified whose native language is other than English; and
 - b. Develop a screening process, initiated by a home-language survey, to determine which students in Kindergarten to grade twelve, of those whose native language is other than English, must be tested to determine English language proficiency. The screening shall be conducted by a bilingual/ESL or other certified teacher, and shall be designed to distinguish students who are proficient English speakers and need no further testing.
2. The district shall determine the English language proficiency of all Kindergarten to grade twelve students who are not screened out and whose native language is other than English, by administering a Department of Education-approved English language proficiency test, assessing the level of reading in English, reviewing the previous academic performance of students, including their performance on standardized tests in English, and reviewing the input of teaching staff members responsible for the educational program for ELLs. Students who do not meet the New Jersey Department of Education standard on a Department-approved language proficiency test and who have at least one other indicator shall be considered ELLs. The district shall also use age-appropriate methodologies to identify preschool ELLs to determine their individual language development needs.

C. Bilingual Programs for English Language Learners (ELLs)

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



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developmentally appropriate recommendations for good practice and are intended for school districts that provide preschool programs.

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- a. The Board of Education shall establish English language services designed to improve the English language proficiency of ELLs whenever there are at least one, but fewer than ten ELLs enrolled in the school district. English language services shall be provided in addition to the regular school program.
- b. The Board of Education shall establish an ESL program that provides at least one periods of ESL instruction based on student language proficiency whenever there are ten or more ELLs enrolled in the school district.
 - (1) An ESL curriculum that addresses the WIDA English language development standards shall be developed and adopted by the Board to address the instructional needs of ELLs.
 - (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 taught.
- c. The Board of Education shall establish bilingual education programs whenever there are twenty or more ELLs in any one-language classification enrolled in the school district pursuant to N.J.S.A. 18A:35-18. The bilingual education programs shall:
 - (1) Be designed to prepare ELLs to acquire sufficient English skills and content knowledge to meet the Core Curriculum Content Standards. All ELLs participating in the bilingual programs shall also receive ESL instruction;
 - (2) Include a curriculum that addresses the Core Curriculum Content Standards, the WIDA English language development 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 students within the school district.

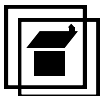


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- d. ELLs shall be provided with equitable instructional opportunities to participate in all non-academic courses necessary to meet the Core Curriculum Content Standards, including comprehensive health and physical education, the visual and performing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



D. Waiver Process Provided by Statute

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

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

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

1. Each school district providing a bilingual program, ESL program, or English language services shall submit a plan every three years to the New Jersey Department of Education for approval. At its discretion, the Department of Education may request modifications, as appropriate. Plans submitted by the school district for approval shall include information on the following:
 - a. Identification of students;
 - b. Program description;
 - c. Number of certified staff hired for the program;
 - d. Bilingual and ESL curriculum development;
 - e. Evaluation design;
 - f. Review process for exit; and
 - g. A budget for bilingual and ESL programs or English language services.

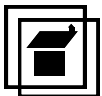


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2. The Department of Education will establish procedures for monitoring and evaluation of school district bilingual/ESL programs by means of its district and school accountability process.
- F. Supportive Services
1. Students enrolled in bilingual, ESL, or English language services programs shall have full access to educational services available to other students in the school district.
 2. To the extent that it is administratively feasible, supportive services to ELLs, such as counseling, tutoring, and career guidance, should be provided by bilingual personnel who are familiar with and knowledgeable of the unique needs and background of the ELLs and their parents.
- G. Inservice Training
1. A plan shall be developed for inservice training for bilingual, ESL, and mainstream teachers; administrators who supervise bilingual/ESL programs; and administrators and any personnel who observe and evaluate teachers of ELLs. The plan shall include instructional strategies and appropriate assessments to help ELLs meet the Core Curriculum Content Standards and the WIDA English language development standards. All ESL and bilingual teachers shall receive training in the use of the ESL curriculum.
 2. The Professional Development Plan of the school district shall include the needs of bilingual and ESL teachers, which shall be addressed through inservice training.
- H. Certification of Staff
- All teachers in these programs will hold the following certifications:
1. Bilingual Classes - a valid New Jersey instructional certificate with an endorsement for the appropriate grade level and/or content area, as well as an endorsement in bilingual education pursuant to N.J.S.A. 18A:6-38 et seq. and 18A:35-15 to 26.
 2. ESL Classes - a valid New Jersey instructional certificate in ESL pursuant to N.J.S.A. 18A:6-38 et seq. and N.J.A.C. 6A:9B-10.5.
 3. English Language Services - a valid New Jersey instructional certificate.

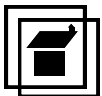


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- I. Bilingual, English as a Second Language, and English Language Services Program Enrollment, Assessment, Exit, and Re-entry
 1. All ELLs from Kindergarten through grade twelve shall be enrolled in the bilingual, ESL, or English language services program established by the Board of Education as prescribed in N.J.A.C. 6A:15-1.4(b) through (e) and 1.5(a), and P.L. 1995, c. 59 and c. 327.
 2. Students enrolled in the bilingual, ESL, or English language services program shall be assessed annually using a Department of Education-approved English language proficiency test to determine their progress in achieving English language proficiency goals and readiness for exiting the program.
 3. ELLs enrolled in the bilingual, ESL, or English language services program shall be placed in a monolingual English program when they have demonstrated readiness to function successfully in an English-only program. The process to determine the readiness or inability of the individual student to function successfully in the English-only program shall be initiated by the student's level of English proficiency as measured by a Department of Education-established standard on an English language proficiency test. The readiness of the student shall be further assessed on the basis of multiple indicators that shall include, at a minimum: classroom performance; the student's reading level in English; the judgment of the teaching staff member or members responsible for the educational program of the student; and performance on achievement tests in English.
 4. A parent may remove a student who is enrolled in a bilingual education program pursuant to provisions in N.J.S.A. 18A:35-22.1.
 5. Newly exited students who are not progressing in the mainstream English program may be considered for reentry to bilingual and ESL programs as follows:
 - a. After a minimum of one-half of an academic year and within two years of exit, the mainstream English classroom teacher may recommend retesting with the approval of the Principal.
 - b. A waiver of the minimum time limitation may be approved by the Executive County Superintendent upon request of the Superintendent if the student is experiencing extreme difficulty in adjusting to the mainstream program.



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- c. The recommendation for retesting shall be based on the teacher's judgment that the student is experiencing difficulties due to problems in using English as evidenced by the student's inability to: communicate effectively with peers and adults; understand directions given by the teacher; and/or comprehend basic verbal and written materials.
 - d. The student shall be tested using a different form of the test or a different language proficiency test than the one used to exit the student.
 - e. If the student scores below the State-established standard on the language proficiency test, the student shall be re-enrolled into the bilingual or ESL program.
6. When the review process for exiting a student from a bilingual, ESL, or English language services program has been completed, the district shall notify by mail the student's parent of the placement determination. If the parent or teaching staff member disagrees with the placement, he/she may appeal the placement decision in writing to the Superintendent or designee, who will provide a written explanation for the decision within seven working days of receiving the written appeal. The complainant may appeal this decision in writing to the Board of Education within seven calendar days of receiving the Superintendent's or designee's written explanation of the decision. The Board will review the appeal and respond in writing to the parent within forty-five calendar days of the Board's receipt of the parent's written appeal to the Board. Upon exhausting an appeal to the Board, the complainant may appeal to the Commissioner of Education pursuant to N.J.S.A. 18A:6-9 and N.J.A.C. 6A:3.
- J. Graduation Requirements for English Language Learners
- All ELLs 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 within the regular school buildings of the school district pursuant to N.J.S.A. 18A:35-20.



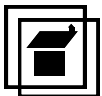
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L. Notification

1. The school district will notify by mail the parents of ELLs of the fact that their child has been identified as eligible for enrollment in a bilingual, ESL, or English language services program. The district shall issue the notification within thirty days of the child's identification. Notice shall include a statement that the parents may decline their child's enrollment in a bilingual program, and they shall be given an opportunity to do so if they choose. The notice shall be in writing and in the language in which the parent(s) possesses a primary speaking ability, and in English, and shall include the following information:
 - a. Why the student was identified as an ELL;
 - b. Why the student needs to be placed in a language instructional educational program that will help him or her develop and attain English proficiency and meet State academic standards;
 - c. The student's level of English proficiency, how the level of English proficiency was assessed, and the student's academic level;
 - d. The method of instruction the school district will use to serve the student, including a description of other instruction methods available and how those methods differ in content, instructional goals, and the use of English and a native language, if applicable;
 - e. How the program will meet the student's specific needs in attaining English and meeting State standards;
 - f. The program's exit requirements, the expected rate of transition into a classroom not tailored for ELLs and, in the case of high school students, the expected rate of graduation; and
 - g. How the instructional program will meet the objectives of the individualized education program of a student with a disability.
2. The school district shall send progress reports to parent(s) of students enrolled in a bilingual, ESL, or English language services programs in the same manner and frequency as progress reports are sent to parent of other students 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 of students enrolled in the bilingual and ESL program unless the school district can demonstrate and document in the three-year plan required in N.J.A.C. 6A:15-1.6(a) that the requirement would place an unreasonable burden on the district.
4. The school district shall notify the parent when a student meets the exit criteria and is placed in a monolingual English program. The notice shall be in English and in the language in which the parent possesses a primary speaking ability.

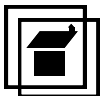
M. Joint Programs

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

N. Parental Involvement

1. The Superintendent or designee will provide for the maximum practicable involvement of parent of ELLs in the development and review of program objectives and dissemination of information to and from the district Boards of Education and communities served by the bilingual, ESL, or English language services education programs.
2. A school district that implements a bilingual education program shall establish a parent advisory committee on bilingual education of which the majority will be parents of ELLs.

Issued: 2 April 2009
Revised: 8 September 2016



R 2430 CO-CURRICULAR ACTIVITIES

This code of conduct supersedes any previously issued by the Parsippany-Troy Hills Township School District Board of Education or its employees. It governs participants in all co-curricular activities that are a part of any program sponsored by the Parsippany-Troy Hills Township School District Board of Education.

A. Academics

Coaches and advisors will monitor the progress of their pupils. Extra academic help for pupils will take precedence over participation in practices, games and/or activities.

B. Discipline

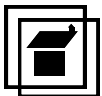
All pupils are expected to display acceptable behavior at all times. A pupil that receives a teacher or office detention is responsible for notifying the coach/advisor in advance of the day that it will be served, and will serve that detention before reporting to meeting, performance, competition, practice or game on the day of the detention. A pupil suspended from school or serving in-school suspension cannot practice or participate in a game or activity on that day. Additional disciplinary action may be taken at the discretion of the coach/advisor.

C. Attendance at School

Any pupil who is absent from school may not practice or participate in a game or in an activity on that day. Pupils will be considered absent from school if they sign in to school after 10:30 a.m. or sign out of school before 12:00 noon. Pupils signing out after 12 noon must receive prior permission from the Principal or his/her designees in order to return. In cases of extenuating circumstances, permission must be granted by building administration, and the coach/advisor must be notified in advance.

D. Substance Abuse

Any pupil involved in a co-curricular activity, including athletics, who is involved in the sale, consumption or distribution of illegal drugs or alcohol will be suspended from participation in activities for the period of out-of-school suspension (5 days) mandated by school district policy governing substance abuse. Upon return from suspension, the pupil may not participate in co-curricular activities until he/she returns to a physician for medical clearance. Medical clearance is also required for those pupils testing positive for drugs/alcohol as part of a core team referral. Co-curricular activities include but are not limited to games, the school play, field trips and leadership roles.



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A pupil may be reinstated to participation in co-curricular activities, including athletics, by the Building Principal, only after demonstrating participation in a substance avoidance counseling program. Unscheduled substance testing, developed in conjunction with the Student Assistance Counselor, parent or administrator may form a part of such a program if parent(s) or legal guardian(s) and school officials agree that it is necessary.

A second violation of the Substance Abuse Policy within the academic year, or the failure of the pupil to abide by the conditions of a previously established substance avoidance plan will result in disqualification from participating in co-curricular and/or athletic activities for the remainder of the school year.

E. Commitment to the School Team/Activities

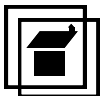
Pupils selected for team or co-curricular activity bear the responsibility for the commitment which such participation implies. Pupils must attend all events for their activity unless excused by the coach/parent, or prohibited by another section of this code. Practice/participation is an integral and necessary part of participation. All participants are expected to participate in all scheduled practices with their team and coach, or they may lose their privilege of participation in games.

F. Conduct

Participating in co-curricular activities is a privilege not a right. It is expected that all participants in activities will display proper conduct at all times. Any display of unacceptable conduct or other inappropriate conduct toward fellow members, opposing members, coaches, officials or advisors may result in suspension from the activity and/or other disciplinary action. Pupils who repeatedly violate school rules or demonstrate a pattern of inappropriate conduct may be barred from participation in co-curricular activities at the discretion of the Principal or his/her designee.

G. School Property

All school issued equipment and materials remain the property of the school unless otherwise stated. It is the responsibility of the pupil to have his/her school-issued equipment, such as practice uniforms and/or game uniforms maintained and returned as directed by the coach/advisor. Lost uniforms and/or equipment will be charged at the "replacement cost" value.



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Co-Curricular Activities

H. Medical Examination for Athletics

All pupils must have an Athletic Emergency Card, SN23A, Health Questionnaire SN23A and an Athletic Permission Slip. Any participant who is medically excused by a nurse, doctor or trainer, cannot participate in school team practices or games until cleared by that nurse, doctor or trainer. Furthermore, any pupil who is medically excused from participation in Physical Education cannot participate that day in the school team practice or game.

Issued: 2 April 2009



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EMERGENCY PROCEDURES
FOR ATHLETIC PRACTICES AND COMPETITIONS
(M)

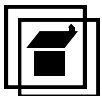
R 2431.1 EMERGENCY PROCEDURES FOR ATHLETIC PRACTICES AND COMPETITIONS (M)

A. Definitions

1. “Programs of athletic competition” means all activities relating to competitive sports contests, games, events, or sports exhibitions involving individual pupils or teams of pupils when such events occur within or between schools within this district or with any schools outside this district. The programs of athletic competition shall include, but are not limited to, high school interscholastic athletic programs, middle school interscholastic athletic programs where school teams or squads play teams or squads from other school districts, intramural athletic programs within a school or among schools in the district, and any cheerleading program or activity in the school district.
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 natural parent(s) or adoptive parent(s), legal guardian(s), foster parent(s) or parent surrogate(s) of a pupil. Where parents are separated or divorced, "parent" means the person or agency who has legal custody of the pupil, as well as the natural or adoptive parent(s) of the pupil, provided such parental rights have not been terminated by a court of appropriate jurisdiction.
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 coaches, including assistant coaches, will be trained in first aid to include sports-related concussions and head injuries, the identification of injured and disabled pupil athletes, and any other first aid procedures required by statute, administrative code, or by the Superintendent.



REGULATION

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOL DISTRICT

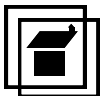
PROGRAM
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EMERGENCY PROCEDURES
FOR ATHLETIC PRACTICES AND COMPETITIONS

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.
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, including but not limited to, the athletic trainer, school/team physician, and ambulance/first aid squad may be present at athletic activities and events as determined by the Superintendent.

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.



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EMERGENCY PROCEDURES

FOR ATHLETIC PRACTICES AND COMPETITIONS

3. If the pupil's injury or disability requires more than routine first aid, the athletic coach shall:
 - a. Summon an emergency personnel 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.
6. These emergency procedures shall be followed when the injured or disabled pupil is a member of a visiting team or district. In the event the visiting team has health personnel or staff members present, every effort shall be made to cooperate with the health personnel and/or 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;



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Medical Examination to Determine Fitness for
Participation in Athletics

M

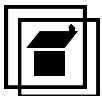
R 2431.2 MEDICAL EXAMINATION TO DETERMINE FITNESS FOR PARTICIPATION IN ATHLETICS

A. A medical examination conducted to determine the fitness of a pupil in grades six through twelve for participation in a school-sponsored interscholastic or intramural athletic team or squad shall include, as a minimum, the following:

1. Health History Questionnaire

A health history questionnaire must be completed as part of the required medical examination. The medical history questionnaire shall 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;



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PARSIPPANY-TROY HILLS TOWNSHIP SCHOOL DISTRICT

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Medical Examination to Determine Fitness for
Participation in Athletics

- j. Has a history of fainting with exercise;
- k. Has a history of a family member who died suddenly; and
- l. Has a history of any past health events required to be reported to the examining physician, advanced practice nurse, or physician's assistant.

2. Report of Health Findings of the Medical Examination

The report of health findings of the medical examination for pupils in grades six through twelve participating in a school-sponsored interscholastic or intramural athletic team or squad shall be documented on the Preparticipation Physical Examination Form approved by the Commissioner of Education to determine whether the pupil had or currently has any of the following conditions since their last physical:

- a. Injuries;
- b. Chronic or ongoing illness;
- c. Prescribed medication;
- d. Allergies;
- e. Head-related injuries;
- f. Heart related conditions;
- g. Eye, ear, nose, mouth, or throat conditions;
- h. Neuromuscular/orthopedic condition; and
- i. General or exercise related conditions.

3. Medical Report Determination

The medical report shall include a determination concerning the pupil's participation from the examining physician, advanced practice nurse, or physician's assistant which includes, at a minimum, the following normalities:

- 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;



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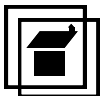
PROGRAM

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Medical Examination to Determine Fitness for
Participation in Athletics

- 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, back, and spine to determine range of motion, the presence of pain associated with such motion, and abnormal curvature of the spine;
- 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;
- j. Assessment of the abdomen with attention to the possible presence of hepatomegaly, splenomegaly, or abnormal masses;
- k. Examination of upper and lower extremities to determine abnormal mobility or immobility, deformity, instability, muscle weakness or atrophy, surgical scars, and varicosities;
- l. Examination of the testes to determine presence and descent of both testes, abnormal masses or configurations, or hernia;
- m. Assessment of physiological maturation; and
- n. Neurological examination to assess balance and coordination.

The medical report shall indicate whether the pupil is allowed or disallowed to participate in a program of athletic competition and must be completed and signed by the original examining physician, advanced practice nurse, or physician's assistant. A form that is incomplete shall be returned to the pupil's medical home for completion. A pupil that does not have a completed Athletic Preparticipation Physical Examination Form shall not be permitted to participate.



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PARSIPPANY-TROY HILLS TOWNSHIP SCHOOL DISTRICT

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Medical Examination to Determine Fitness for
Participation in Athletics

B. Health History Update

Each pupil whose medical examination was completed more than sixty days prior to the first practice session of the athletic competition shall provide a health history update of medical problems experienced since the last medical examination. The health history update, completed and signed by the pupil's parent(s) or legal guardian(s), shall include the following information about the pupil:

1. Hospitalizations and operations;
2. Illnesses;
3. Injuries;
4. Care administered by a physician of medicine or osteopathy, advanced practice nurse, or physician's assistant; and
5. Medications.

C. Written Notification to Parent/Legal Guardian

The school district will provide written notification to the parent(s) or legal guardian(s), signed by the school physician, stating approval of the pupil's participation in a program of athletic competition based solely on the medical report, or the reasons for the school physician's disapproval of the pupil's participation.

Adopted: 2 April 2009

Revised: 23 May 2013



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 or cheerleader 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/Cheerleading Program Head Injury Training Program

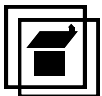
1. The school district will adopt an Interscholastic Athletic/Cheerleading Program Head Injury Training Program to be completed by the school or team physician, licensed athletic trainer(s) involved in the interscholastic athletic program, all staff members that coach an interscholastic sport or cheerleading program, 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 and cheerleaders before the pupil begins participation in an interscholastic athletic program or activity or cheerleading program. 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 and cheerleaders on prevention of concussions.



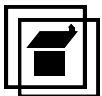
3. All school staff members, student-athletes, cheerleaders, and parents of student-athletes and cheerleaders shall be informed through the distribution of the New Jersey Department of Education Concussion and Head Injury Fact Sheet and Parent/Guardian Acknowledgement Form and other communications from the Principal and coaches on the importance of early identification and treatment of concussions to improve recovery.
- 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 or cheerleader:
 - 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 or cheerleader 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.

D. Emergency Medical Attention for Concussion or Other Head Injury

1. Any student-athlete or cheerleader 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 or cheerleader when the pupil 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 or cheerleader 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 or cheerleader when the pupil 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 pupil'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 or cheerleader who participates in interscholastic athletics or cheerleading program 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 pupil'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 or cheerleader 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.
3. The student-athlete or cheerleader's physician must provide to the school district, upon the completion of a medical examination, a written medical release/clearance when the pupil is able to 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 pupil is asymptomatic at rest, and the pupil may return to the interscholastic athletic or cheerleading activity; or
 - b. The medical examination determined the injury was a concussion or other head injury, the pupil is asymptomatic at rest, and can begin the graduated return to competition and practice protocol outlined in F. below.

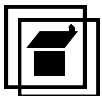
A medical release/clearance not in compliance with this requirement will not be accepted. The student-athlete or cheerleader may not return to the activity or begin the graduated return to competition and practice protocol until he/she receives a medical evaluation and provides a medical clearance/release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



4. Complete physical, cognitive, emotional, and social rest is advised while the pupil 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 or cheerleader 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 or cheerleader may advance to Step 2 below on the next day. If a re-emergence of any signs or symptoms of a concussion occur, the pupil shall be required to have a re-evaluation by their physician or licensed healthcare provider. The pupil shall not be permitted to begin the graduated return to competition and practice protocol 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 or cheerleader may advance to Step 3 below on the next day. If a re-emergence of any signs or symptoms of a concussion occur, the pupil shall return to Step 1.



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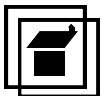
Prevention and Treatment of Sports-Related
Concussions and Head Injuries

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 or cheerleader's heart rate. If there is no return of any signs or symptoms of a concussion, the pupil may advance to Step 4 below on the next day. If a re-emergence of any signs or symptoms of a concussion occur, the pupil shall return to Step 2.

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

Step 5 - The pupil'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 pupil's physician. After this consultation and upon obtaining written medical release/clearance approved by the school or team physician, the pupil may participate in normal training activities. The objective of this Step is to restore the pupil's confidence and for the coaching staff to assess the pupil's functional skills. If there is no return of any signs or symptoms of a concussion, the pupil 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 pupil does not obtain medical release/clearance to proceed to Step 6, the school or team physician, in consultation with the pupil's physician, shall determine the pupil's return to competition and practice protocol.

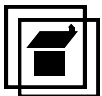
Step 6 - Return to play involving normal exertion or game activity. If the pupil exhibits a re-emergence of any concussion signs or symptoms once he/she returns to physical activity, he/she will be removed from further activities and returned to Step 5.



- G. Temporary Accommodations for Student-Athletes and Cheerleaders 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 pupil 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 12, 2012

Revised: 29 November 2012



R 2432 SCHOOL SPONSORED PUBLICATIONS

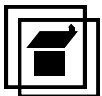
A. Objectives

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 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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PARSIPPANY-TROY HILLS TOWNSHIP SCHOOL DISTRICT

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School Sponsored Publications

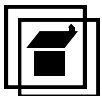
C. Prohibited Material

No school sponsored publication may contain materials that:

1. Are 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, 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, or oppose any candidate for election to the Board or the adoption of any bond issue, proposal, or question submitted at any school election;
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.
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.



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School Sponsored Publications

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 three 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.

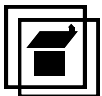
E. Faculty Duties

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 suggestions 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.

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.



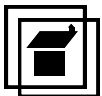
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2. The PHHS Runes and PHS Totem may be distributed through classrooms in their buildings.
3. Any materials discarded or not distributed must be retrieved or retained to avoid litter.

Issued: 2 April 2009



REGULATION

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOL DISTRICT

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Special Education/Sending District
M

R 2460 SPECIAL EDUCATION

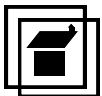
School district officials and staff shall adhere to all regulations included in N.J.A.C. 6A:14-1.1 et seq. and the following special education regulations:

- R 2460.1 Special Education - Location, Identification, and Referral (M)
- R 2460.8 Special Education - Free and Appropriate Public Education (M)
- R 2460.9 Special Education - Transition From Early Intervention Programs to Preschool Programs (M)
- R 2460.15 Special Education – Inservice Training Needs for Professional and Paraprofessional Staff (M)
- R 2460.16 Special Education - Instructional Material to Blind or Print-Disabled Students (M)

Definitions:

Refer to N.J.A.C. 6A:14-1.3 for definitions of terms used in Regulations 2460.1 through 2460.16.

Adopted: 2 April 2009
Revised: 2 March 2010
Revised: 13 April 2017



R 2460.1 SPECIAL EDUCATION - LOCATION, IDENTIFICATION, AND REFERRAL

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

A. Procedures for Locating Pupils with Disabilities

1. The Executive Director of Pupil Personnel Services will coordinate the child find activities to locate, identify and evaluate all children, ages three through twenty-one, who reside within the school district or attend nonpublic schools within the school district and who may have a disability.
2. By November of each school year, the Executive Director of Pupil Personnel Services or his/her designee will conduct child find activities, in the native language of the population, as appropriate, including but not limited to:
 - a. Development of child find materials for distribution.
 - b. Broadcasting of child find information on the school district cable television station. (if applicable)
 - c. Distribution of flyers to the parents of all students enrolled in the school district.
 - d. Mailing of child find material to nonpublic schools in the area.
 - e. Mailing of child find material to local pediatricians, hospitals and clergy.
 - f. Public service announcements on the local foreign language radio stations and cable television stations.



REGULATION

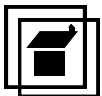
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Special Education - Location, Identification,
and Referral

- g. Public service announcements in local newspapers.
- h. Distribution of child find materials in supermarkets, convenience stores, shelters for the homeless, public and private social service agency locations and nursery school providers.
- i. Mailing information letters to local physicians, hospitals, nursery schools, non-public schools, health departments, community centers, rescue squads and churches.
- j. A guide to preschool services for potentially disabled children ages three to five is made available to: local physicians, hospitals, nursery schools, non-public schools, health departments, community centers, rescue squads and churches.
- k. Posting of State developed child find materials is on the district website for potentially disabled students and/or early intervention program.
- l. Training of home school advocate/school community liaisons or others to assist in the identification of potentially disabled students.
- m. 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.
- n. Information is distributed through the Parent Advisory Committee.
- o. School handbooks distributed to parents contain information describing special education services.
- p. Distribution of information to the school district's ESL/Bilingual teachers describing child find activities.
- q. Students entering Kindergarten are screened to identify students who may have a disability.
- r. Intervention and Referral Services Committees (I&RS) have been established in all school buildings.



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Special Education - Location, Identification,
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3. No later than November of each school year the LEA will contact by mail the Principal of the nonpublic school(s) to request input from nonpublic school parents and officials for suggestions on ways to conduct child find activities for students attending nonpublic schools.

B. 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 3 to 21, 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.

Teachers and other school professionals, as appropriate, will be inserviced annually by the Building Principal or designee regarding the procedures for initiating and providing interventions in the general education program. The parent(s) will be informed of the procedures to initiate interventions in the general education program.

The Superintendent or designee will oversee the district's implementation/evaluation of the interventions identified.

An Intervention and Referral Services Committee (I&RS) will be in place in each school building pursuant to N.J.A.C. 6A:16-8.1 et seq. and Policy and Regulation 2417.

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

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



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Special Education - Location, Identification,
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4. The I&RS Committee shall:
 - a. Plan and provide appropriate intervention services;
 - b. Actively involve the parent(s) in the development and implementation of intervention plans;
 - c. Develop an action plan for an identified student 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;
 - f. Review and assess the effectiveness of the services provided in achieving the outcomes identified in the intervention and referral plan; and
 - g. Ensure the type, frequency, duration, and effectiveness of the interventions are documented.

5. The Building Principal will insure that:
 - a. I&RS Committee receive inservice training by the Building Principal or designee by October 1 each school year;
 - b. Staff handbooks are updated by August 30th and include information regarding intervention procedures;
 - c. New instructional staff attend the district's orientation program commencing in the month of August which includes information on I&RS Committee;
 - d. School calendars are 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.



C. 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 Executive Director of Pupil Personnel Services.

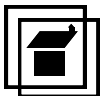
1. Parental Notification of Referral Procedures

Referral procedures shall be included in the Special Education Brochure, which shall be distributed to the parent(s). These procedures and publications shall be updated annually and be distributed to the parent(s) and appropriate social service and welfare agencies 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 received and dated by the principal;
- b. The written request shall be immediately forwarded to the office of special services/special education;
- c. A file will be initiated to include a timeline for processing the referral including the date that initiates the twenty-day timeline for conducting the referral/identification meeting and 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 student shall be forwarded to the school nurse who will transmit the summary to the;
- e. The Child Study Team will convene a referral/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 Referral/Identification Meeting" will be sent to the parent(s);
- g. The notice will contain "Parental Rights in Special Education" (PRISE) Booklet; and



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Special Education - Location, Identification,
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h. The referral/identification meeting will be attended by the parent(s), 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 Committee) that interventions in the general education program have not been effective in alleviating the student's educational difficulties.
- 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 Child Study Team, through inservice training, shall ensure that students are referred who may have a disability, but are advancing from grade to grade.
 - (1) A student with a disability, who is advancing from grade to grade with the support of specially designed services, may continue to be eligible when:
 - (a) As part of the re-evaluation, the Individualized Education Plan (IEP) team determines that the student continues to require specially designed services to progress in the general education curriculum; and
 - (b) The use of functional assessment information supports the IEP team's determination.

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

- a. A referral to the CST will be completed by the referring staff member;
- b. I&RS 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;



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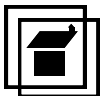
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Special Education - Location, Identification,
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- c. I&RS documentation does not need to be forwarded for direct referral when the nature of the student's problem is such that the evaluation is warranted without delay;
 - d. The referral should be dated upon receipt by the CST;
 - e. A file will be initiated to include a timeline for processing the referral including the date that initiates the twenty-day timeline for conducting the referral/identification meeting;
 - f. Upon receipt of the referral, a request for a summary and review of health and medical information regarding the student shall be forwarded to the school nurse who will transmit the summary to the CST;
 - g. The Child Study Team will convene a referral/identification meeting within twenty calendar days (excluding school holidays, but not summer vacation) of the date recorded on the referral;
 - h. A "Notice of a Referral/Identification Meeting" will be sent to the parent(s);
 - i. The notice shall contain "Parental Rights in Special Education" (PRISE); and
 - j. The referral/identification meeting will be attended by the parent(s), 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 student placement according to N.J.A.C. 6A:14-4.7(i).
 5. Each evaluation of the student requires an assessment to determine appropriate post-secondary outcomes as part of transition services planning.
 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 parent(s) is aware of dissenting opinions regarding the determination of eligibility for a specific learning disability.



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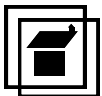
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Special Education - Location, Identification,
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7. The parent(s) must receive a copy of their child's evaluation report and any documentation leading to a determination of eligibility not less than ten calendar days prior to the eligibility conference in order to ensure the parent(s) has a reasonable amount of time to review documentation prior to an eligibility conference.
8. A student may be referred directly to the CST when warranted.

Adopted: 2 April 2009
Revised: 2 March 2010
Revised: 13 April 2017



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Special Education - Free and Appropriate Public Education

M

R 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. Grades Nine – Twelve Principal/Assistant Principal or designee;
 - b. Grades Six – Eight Principal/Assistant Principal or designee;
 - c. Grades Pre-Kindergarten – Five Principal/Assistant Principal or 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.)
 - 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. Student'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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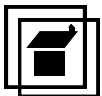
Special Education - Free and Appropriate Public Education

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 student to participate and progress in the general curriculum,
 - b. Services and modifications specified in the student's IEP,
 - c. Interaction with peers who are not disabled to the extent they would have in the current placement, and
 - d. The student 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/Assistant 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.

 - b. If it is determined that there is no change in placement, the Principal/Assistant Principal or designee, the case manager, and special education teacher will consult to determine the extent to which services are necessary to:



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Special Education - Free and Appropriate Public Education

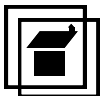
- (1) Enable the pupil to participate and progress appropriately in the general education curriculum; and
 - (2) Advance appropriately toward achieving the goals set out in the pupil's IEP
 - c. Written documentation of the consultation and services provided shall be maintained in the pupil's file.
7. When a disabled student 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, Individuals with Disabilities Education Act Amendments of 2004, 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

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 Executive Director of Pupil Personnel Services;
2. Upon receipt of the written request, the request shall be dated and signed by the recipient;



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Special Education - Free and Appropriate Public Education

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 Child Study Team 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.

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

The Child Study Team through inservice 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.

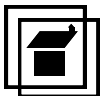
Procedures Involving Procedural Safeguards to Pupils Not Yet Eligible for Special Education

Disciplinary procedural safeguards will apply to pupils not yet eligible for special education. The parent(s) and/or adult 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.

Adopted: 2 April 2009

Revised: 2 March 2010

Revised:



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Special Education - Transition From
Early Intervention Programs to Preschool Programs

M

R 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.

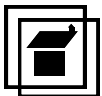
Procedure for Child Study Team (CST) Member Attendance at the Transition Planning Conference

1. The district will make available a CST member to participate in the preschool transition planning conference arranged by the designated Part C 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 district registration requirements;
 - c. Provide the parent(s) written information with respect to available district programs for preschool students, 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 initial IEP meeting.
2. The district will work collaboratively with the EIP designated Part C 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: 2 April 2009

Revised: 2 March 2010

Revised: _____



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Special Education - Instructional Material to
Blind or Print-Disabled Pupils

M

R 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: 2 March 2010

Re-Adopted: 13 April 2017



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PARSIPPANY-TROY HILLS TOWNSHIP SCHOOL DISTRICT

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Special Education/Receiving Districts
M

R 2461 SPECIAL EDUCATION/RECEIVING DISTRICTS

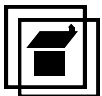
School district officials and staff shall adhere to all regulations included in N.J.A.C. 6A:14-1.1 et seq. and the following special education regulations:

- 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: 2 April 2009



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PARSIPPANY-TROY HILLS TOWNSHIP SCHOOL DISTRICT

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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.

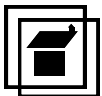
A. Procedures for Ensuring the Pupil's Individualized Education Program (IEP) Can Be Implemented

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 Director or Special Services in the receiving school district will review the IEP.
 - b. The receiving district will only accept the pupil if the Executive Director of Pupil Personnel Services determines the pupil's IEP can be implemented. The receiving district will not accept the pupil if the Executive Director of Pupil Personnel Services 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.

Issued: 2 April 2009



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 Building Principal 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 Building Principal 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;
 - c. Interaction with peers who are not disabled to the extent they would have interaction with in the current placement; and



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PARSIPPANY-TROY HILLS TOWNSHIP SCHOOL DISTRICT

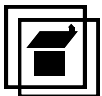
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Special Education/Receiving Schools – Suspension/Expulsion

- 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 case manager 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 case manager;
 - c. If it is determined that there is no change in placement, the case manager 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 case manager 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).

Issued: 2 April 2009



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Special Education/Receiving Schools – Pupil Records

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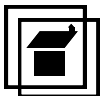
R 2461.03 SPECIAL EDUCATION/RECEIVING SCHOOLS – PUPIL RECORDS

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: 2 April 2009



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PARSIPPANY-TROY HILLS TOWNSHIP SCHOOL DISTRICT

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Special Education/Receiving Schools – IEP Compliance

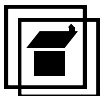
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R 2461.05 SPECIAL EDUCATION/RECEIVING SCHOOLS – IEP COMPLIANCE

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.

Issued: 2 April 2009



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 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



REGULATION

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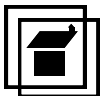
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Special Education/Receiving Schools – In-Service Training

- 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 Executive Director of Pupil Personnel Services 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 Executive Director of Pupil Personnel Services.
4. Documentation of the needs assessment, training activities and evaluation procedures will be maintained by the Executive Director of Pupil Personnel Services in the receiving district for three years after the activities are completed.

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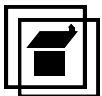
R 2464 GIFTED AND TALENTED PUPILS

A. Identification and Selection

1. Classroom teachers will be familiar with the criteria for identifying gifted and talented pupils and will be alert to pupils who exhibit those criteria. The identification methodology will be developmentally appropriate, non-discriminatory, and related to the programs and services offered by the district.
2. The teachers in the GRO or honors program will implement the student identification process. The review will include consideration of intelligence ratings, classroom achievements, the results of standardized testing, and teaching staff member observation reports, and rating scales.

B. Program

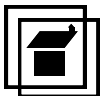
1. When a pupil has been identified as gifted or talented, the gifted and talented teacher will confer with the pupil's parent(s) or legal guardian(s) on the goals of the pupil's program and secure the parent(s) or legal guardian(s) cooperation and permission for the pupil's participation in the program.
2. The enrichment needs of gifted and talented pupils can be met through a wide variety of activities and teaching strategies. Appropriate curricular and instructional modifications will be developed for gifted pupils and the program will address appropriate content, process, products and learning environment.
3. Each pupil's program will seek to involve the pupil in all subject areas that can provide growth and stimulation in higher cognitive processes such as interpretation, extrapolation, translation, application, analysis, synthesis, and evaluation.
4. No enrichment program will replace the basic instructional program appropriate to the pupil's grade level.
5. The enriched educational program for a gifted and talented pupil may consist of a out-of-class sessions with the gifted and talented teacher.
6. A classroom teacher may provide for the needs of gifted and talented pupils by:



- a. Presenting content material that is related to broad-based issues, themes, or problems,
- b. Integrating multiple disciplines into the study area,
- c. Allowing for in-depth learning of a topic selected by the pupil within the study area,
- d. Developing the pupil's independent and self-directed study skills,
- e. Developing research skills and methods,
- f. Integrating higher level thinking skills into the curriculum,
- g. Focusing on open-ended tasks that are rooted in project based learning
- h. Differentiating content process and/or learning products,
- i. Encouraging the development of self-understanding, and
- j. Encouraging self-appraisal and evaluation.

C. Exit Procedures

1. Each pupil identified as gifted and talented will be assessed annually for the continuing appropriateness of his/her enriched program. Assessment will include:
 - a. Interviews with the pupil, the pupil's parent(s) or legal guardian(s), and teaching staff members educationally responsible for the pupil,
 - b. Review of the pupil's file, including relevant normed test results, and
 - c. Review of the pupil's work in the preceding school year.
2. The program will be revised as required to meet the pupil's needs and interests.
3. The pupil may be withdrawn from the gifted and talented program when:
 - a. The pupil's academic record indicates a decline in performance,



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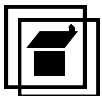
PARSIPPANY-TROY HILLS TOWNSHIP SCHOOL DISTRICT

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Gifted and Talented Pupils

- b. The pupil wishes to withdraw and his/her parent(s) or legal guardian(s) consents to withdrawal, or
 - c. The pupil's parent(s) or legal guardian(s) requests withdrawal.
4. A decision to withdraw a pupil from the gifted and talented program will be made by the pupil's classroom teacher, the gifted and talented teacher, the Principal, the pupil's parent(s) or legal guardian(s), and, where appropriate, the pupil.

The underlying attitude in dealing with the issue related to children in the gifted program and who miss regular class work is one of professional discretion. When addressing the issue, the following should be considered:

1. If the class work is basically a "practice" activity (repetition of skills which were taught previously), and if the student has demonstrated skills associated with the activity, the student need not make up the work.
2. If the class work is preparatory (activities associated with a lesson to be taught the following day), the student should be expected to do the assignment. However, the teacher needs to convey the purpose of the assignment to the student and make adjustments according to child's needs.
3. Pertinent aspects of the work should be reviewed during one-to-one conferences between the student and teacher.
4. A buddy system should be employed to bring the gifted child up to date as to what went on during the time he/she was out of class.
5. Students have a responsibility to check assignments with the teacher before or after each gifted/talented class.
6. The student should be involved in the decision as to whether he/she needs to make up the missed work.
7. If the classroom work is part of an extended assignment or integrated activity, the student should be expected to complete the activities according to an announced time line. Most certainly, if the work is part of a collaborative effort, the student should be doing his/her assignment as his/her fair share of the group effort.



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8. If it is ascertained that the student has an extraordinary amount of homework, the work the student needs to make up should be adjusted accordingly, or the time for completion of the work extended. Periodically, GRO teachers should confer with the classroom teacher to ensure this adjustment.

As much as possible, the fear of negative consequences should not dominate the issue. Since children differ as to their ability to learn, teachers should employ differentiated make up assignments as a way to have students realize that, indeed, the teacher has individualized instruction. All class work has a purpose. However, when dealing with a particular student, the missed class work can take on all the aspects of an individual prescription which is adjusted according to the academic skills of an individual student.

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Revised: 20 June 2017



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Home or Out-of-School Instruction for a General
Education Student for Reasons Other Than a
Temporary or Chronic Health Condition

R 2481 HOME OR OUT-OF-SCHOOL INSTRUCTION FOR A GENERAL
EDUCATION STUDENT FOR REASONS OTHER THAN A
TEMPORARY OR CHRONIC HEALTH CONDITION

The Board of Education shall provide instructional services to an enrolled general education student at the student'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 student is mandated by State law and rule for placement in an alternative education program, but placement is not immediately available;
2. The student is placed on short-term or long-term suspension from participation in the general education program; or
3. A court order requires the student to 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 student has left the general education program.
2. The school district in which a student resides shall be responsible for the costs of providing instruction in the home or out-of-school setting either directly or through online services, including any needed equipment, or through contract with another Board of Education, Educational Services Commission, Jointure Commission, or approved clinic or agency.



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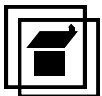
Home or Out-of-School Instruction for a General
Education Student for Reasons Other Than a
Temporary or Chronic Health Condition

C. Standards for Home or Out-of-School Instruction

1. The district shall establish a written plan for the delivery of instruction and 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 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 student's classroom.
4. The instruction shall meet the Core Curriculum Content Standards and the Board of Education's requirements for promotion and graduation.

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Revised: August 28, 2014



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) for an identified need, will be named by the Assistant Superintendent of Curriculum.
2. The Coordinating Supervisors will chair the committee.
3. 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. The committee members should have examined, wherever possible, multiple texts similar in nature to the textbook recommended for adoption.
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 Assistant Superintendent of Curriculum.



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Adoption of Textbooks

7. The Assistant Superintendent will forward the recommendation to the Superintendent after the approval of the Central Curriculum Planning Committee and the Teaching and Learning Committee of the Board.

D. 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.

Issued: 2 April 2009



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 Main Office 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 Main 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 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.



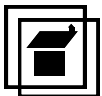
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Instructional Supplies

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 Principal, and the moneys collected will be deposited with the Main office.
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 paragraphs D1, 2, and 3 above.
5. Teachers are advised to report to the Principal any pupil who is unable to pay for the supplies listed above.

Issued: 2 April 2009



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 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 Media Specialist for consideration. The Media Specialist will attempt to review each requested work or, alternatively, to consult with other educational institutions that have used the material.
3. The Media Specialist 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 Media Specialist 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 Media Specialist will present to the Assistant Superintendent a list of recommended purchases, as part of the budget preparation process. 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 Media Specialist 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.

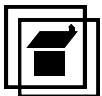
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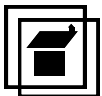
R 2531 USE OF COPYRIGHTED MATERIALS

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.



- (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.
- (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;



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.

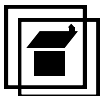
C. Pre-recorded Video

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.

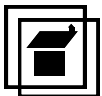
The use of non-commercially pre-recorded video shall require the written permission of the producer of the video prior to its use for other than instructional purposes.

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.
 - (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.)

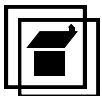


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Use of Copyrighted Materials

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;
 - 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.



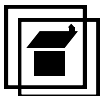
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Use of Copyrighted Materials

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;
 - 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.

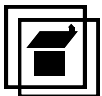
Issued: 2 April 2009



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.



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Live Animals in School

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.

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.

Adopted: 2 April 2009
Revised: 31 March 2010



R 2624 GRADING SYSTEM

Academic Achievement Grade - High School and Middle School

The Academic Achievement Grade measures the pupil's level of mastery of the course proficiencies.

This grade will use the symbols, A, A-, B+, B, B-, C+, C, C-, D+, D, and F. The grades will denote:

A	Mastery of proficiencies	D	Little progress toward mastery
B	Significant progress toward mastery	F	No progress toward mastery
C	Adequate progress toward mastery		

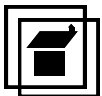
The plus and minus signs will be used to denote graduations from the basic symbol.

For those teachers who use the numerical scale of 0 - 100, the following guidelines shall be used in relation to letter grades:

A	=	94 - 100	C-	=	70 - 72
A-	=	90 - 93	D+	=	66 - 69
B+	=	87 - 89	D	=	60 - 65
B	=	83 - 86	F	=	0 - 59
B-	=	80 - 82	P	=	Pass
C+	=	77 - 79	LOC	=	Loss of Credit
C	=	73 - 76			

For middle school teachers who use standards-based grading, the following guidelines shall be used in relation to letter grades:

- A Exceeds Standards
Learner demonstrates a full/in-depth understanding of the concepts/skills and can *consistently apply them in a variety of ways*, including explaining to others. Work could serve as a model/example for others.
- B Meets Standards
Learner demonstrates understanding of the concepts/skills and can *frequently* apply them.



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C Approaches Standards

Learner demonstrates an understanding of *some* of the concepts/skills, and can *usually* apply them.

D Rarely Meets Standards

Learner demonstrates very little understanding of the concepts/skills and can *minimally* apply them.

F Does Not Meet Standards

Learner demonstrates no understanding of the concepts/skills and cannot apply them.

Middle school elective courses will use the following grades:

Pass (P-ES)	Exceeds Standards (Letter Grade Equivalent, A: 90-100)	Learner demonstrates a full/in-depth understanding of the concepts/skills and can <i>consistently apply them in a variety of ways</i> , including explaining to others. Work could serve as a model/example for others.
Pass (P-MS)	Meets Standards (Letter Grade Equivalents, B, C, D: 60 - 89)	Learner demonstrates an understanding of <i>some</i> of the concepts/skills, and can <i>usually</i> apply them.
Fail	Not Meeting Standards (Letter Grade Equivalent, F)	Learner demonstrates little or no understanding of the concepts/skills and can <i>minimally</i> apply them.

At the middle school level, the final academic achievement grade will be obtained by averaging the four marking periods for a full year course. For a semester course, an average of both marking periods will be used and for quarter courses, the final grade will be obtained using the marking period grades.

At the high school level, the final academic achievement grade in full year courses will be calculated by weighing the four marking periods at 20% and the midterm examination and the final examination at 10% each. In semester courses, the final academic achievement grade will be calculated by weighing each marking period at 40% and the final examination at 20%.



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The NG (no grade) designation in the grade column may remain as a final grade only with the approval of the Principal. The awarding of credit in these instances will be determined by the Principal.

Incomplete work for an INC (incomplete) grade should be made up within ten school days or the grade will be automatically changed to an F. Exceptions to this policy must be instituted by the teacher and approved by the Principal.

Withdrawal from High School Classes

A student is required to take six courses in order to be considered a full-time student. A student carrying seven or eight courses may withdraw from a course under the following circumstances:

1. If a student withdraws during the first 15 days of the course, the student may withdraw with no indicator placed on the transcript. This is in keeping with BOE Policy.
2. If a student withdraws after the first 15 days of the course, a "W" will appear on the transcript.
3. In the case of a one-semester course that is a seventh or eighth course, the same stipulations would apply.

The values to be used in determining final grades will be:

A	4.0000	C	2.0000
A-	3.6667	C-	1.6667
B+	3.3333	D+	1.3333
B	3.0000	D	1.0000
B-	2.6667	F	0
C+	2.3333		



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To ensure a common way of arriving at final averages, the following numerical intervals are used in determining the final letter grades for each course.

If the numeric Average is between:	The Final Letter Grade is:
4.0000 - 3.8334	A
3.8333 - 3.5000	A-
3.4999 - 3.1667	B+
3.1666 - 2.8334	B
2.8333 - 2.5000	B-
2.4999 - 2.1667	C+
2.1666 - 1.8334	C
1.8333 - 1.5000	C-
1.4999 - 1.1667	D+
1.1666 - 1.0000	D
0.9999 - 0.0000	F

A minimum final grade of "D" must be obtained in academic achievement to receive credit for the course.

Individual Development Grade:

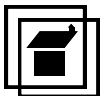
The Individual Development Grade measures the individual pupil against his/her own potential to achieve academically, socially, and behaviorally. It is a measurement in any particular area of how the pupil is progressing toward this capacity. This grade is never used as a comparison to other pupils in computation of class rank.

The Individual Development Indicators Are:

- 3 Consistently
- 2 Frequently
- 1 Rarely

And measure the degree to which the student demonstrates the following factors:

- (1) Effort
- (2) Interest
- (3) Appropriate Behavior
- (4) Positive Attitude
- (5) Work Habits
- (6) Self-Direction



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Honor Roll

The Honor Roll selection process will consider the academic achievement grade only. Honor Roll - all "B's" including grades of B-. High Honor Roll - all "A's" including grades of A-.

Weighted Grading:

The Board has adopted the following system for weighting:

A	=	5.0000	C	=	3.0000
A-	=	4.6667	C-	=	2.6667
B+	=	4.3333	D+	=	2.3333
B	=	4.0000	D	=	2.0000
B-	=	3.6667	F	=	0
C+	=	3.3333			

Midterm and Final Examinations

1. Midterm and final examination schedules will be posted.
2. Make-up for examinations missed due to authorized absence will be scheduled with approval from the Principal.
3. Pupils must attend and complete midterm and final examinations, as these are part of the course requirements. Pupils who do not complete these examinations related to their course will not receive credit for the course. Seniors who receive an "A-" grade or higher in both the third and fourth marking periods may be exempt from the final exam in that course.

Course Change Information

A significant part of the school year is spent in advising students of course selection for the following year. Advisement is done by counselors and teachers. Pupils are encouraged to give careful consideration to the recommendation and in consultation with parent(s) or legal guardian(s), make appropriate choices of courses for the following academic year.

Requests for schedule changes will be considered for the following reasons only: completion of summer school, failure of a pre-requisite course, or specific scheduling error.



A parent/guardian may request a change due to a previous conflict between his/her child and a teacher. The request for a schedule change for this reason must be in writing to the principal no later than September 15th of the current year to be considered. The principal will consider each request based on the history and nature of the conflict between his/her child and the teacher. The principal will discuss the request with the student and parent/guardian before rendering a decision.

The time period to change a course will be limited to the following:

1. At the designated times during the summer.
2. The first two days of school for adjustments due to errors.
3. From the third day of school until the fifteenth day for reasons listed above

No other changes will be made whether initiated by parent(s) or legal guardian(s), teacher or pupil except with recommendation of guidance coordinator and approval of the Principal.

High School Course Audit

A high school student may request permission to audit a course under the following circumstances:

- Transfer into school after the first 15 days of the course (with the exception of students coming in from outside the US, for whom we will use a November 15th deadline for credit)
- Unavailability of course requests based on a transfer
- Student interest in course after the first 15 days of school

A student may not request to change his regular enrollment in the class to an “audit status.”

A student’s request requires the approval of the parent, guidance counselor, classroom teacher, departmental supervisor, and principal.

The following expectations are made of the student:

- Regular attendance in the course, per school attendance policy
- Completion of all assignments
- Adherence to all other school rules regarding student conduct

The following expectations are made of the teacher:

- Availability for extra help as necessary
- Completion of all required academic paperwork—i.e. progress reports, report cards, attendance reporting



If at any time a teacher believes the audit permission should be revoked, a conference with the parent and guidance counselor must be held before the departmental supervisor and principal make the approval to revoke the audit permission. Once the permission is revoked, the student will be assigned a study hall only and the course audit will be removed entirely from the student's academic record.

A grade designation of "AUD" will be assigned to a student who is auditing a class.

Grading System-Elementary

The Parsippany-Troy Hills School District is committed to using a formative and summative assessment system to determine student achievement at the elementary school level.

Formative Assessment is a process, and is designed to encourage practice, risk taking and learning from mistakes, while promoting the learning process. Formative assessments are used as practice and provide guidance and feedback for students. These types of assessments are used to improve overall growth and learning.

Examples of formative assessments may include homework, quizzes, lab work, collaborative group work, classroom observations, and classroom activities. In these ways, students learn from their mistakes. Formative assessments drive further instruction to help students learn, and act as a means of preparing students for summative assessments.

Summative Assessments are designed to accurately determine student achievement of learning goals. These assessments are used after formative assessments, with focus on the application of knowledge based on district and state standards.

Examples of summative assessments may include writing tasks, essays, final copies, end-of-unit and chapter tests. These assessments are intended to formally monitor student progress. Critical thinking questions are a key component of summative assessments, including challenging students to compare, infer, reason, analyze and evaluate.

Both formative and summative assessments are interconnected, and are based on district and state standards.



Elementary Academic Achievement Indicators

The Academic Achievement Indicator measures the pupil's level of mastery of the course proficiencies.

- 4 = Exceeds standards
Consistently grasps, applies, and extends key concepts, processes, and skills.
- 3 = Meets standards
Grasps and applies key concepts, processes, and skills.
- 2 = Approaching standards
Beginning to grasp and apply key concepts, processes, and skills.
- 1 = Needs support
Not grasping key concepts, processes, and essential skills.
- N/A = Not assessed at this time
See teacher comments.

Individual Development Indicators (K-Grade 5)

- C = Consistently
- U = Usually
- S = Sometimes
- I = Infrequently

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