



**WOODBIDGE TOWNSHIP BOARD OF EDUCATION
AGENDA
AUGUST 27, 2026**

1. Roll Call
2. Closed Session
3. Salute to the Flag
4. Minutes to be Approved
 - A. August 13, 2026 Regular Meeting
 - B. August 13, 2026 Closed Session
5. Open Public Session – Agenda Items Only
6. Superintendent
7. Items for Discussion:
 - A. Communication, Policy & Planning
 - B. Curriculum, Extra-Curricular Activities & Technology
 - C. Finance & Insurance
 - D. Safety & Security
 - E. Buildings & Grounds
 - F. Dining & Transportation
 - G. Personnel
8. Board Attorney
9. Old Business
10. New Business
11. Open Public Session
12. Adjournment

August 27, 2026

The **Superintendent of Schools** presents the following recommendations:

1. That the Board of Education approve the list of Professional Development conferences dated August 27, 2026.
2. That the Board of Education approve the 2025-2026 School Self- Assessment for Determining Grades under the *Anti-Bullying Bill of Rights* for the 24 schools of the Woodbridge Township School District and authorize the Superintendent to submit the grades to the New Jersey Department of Education.
3. That the Board of Education accept the Bi-Annual Report of Violence, Vandalism, and Harassment, Intimidation and Bullying for January 1, 2026 through and including June 30, 2026.
4. **WHEREAS** P.L. 1991, chapter 226, requires that each Board of Education of a district in which a nonpublic school is located shall provide certain nursing services to those students who are enrolled full-time in the nonpublic school; and

WHEREAS, the Educational Services Commission of New Jersey has agreed to provide the required nursing services for local public school districts for the purpose of efficient delivery of services and greater cost effectiveness through cooperation and centralized administration;

NOW, THEREFORE, BE IT RESOLVED that Woodbridge Township Board of Education enter into an agreement with the Educational Services Commission of New Jersey whereby the commission will implement law and administer the nonpublic school nursing program, not to exceed funding provided by the State Department of Education for these purposes, for those full-time students enrolled in the nonpublic school located within the district for the 2026-2027 school year, in accordance with applicable law;

BE IT FURTHER RESOLVED that the Woodbridge Township Board of Education shall pay the commission 6% as an administrative fee of the entitlement funds received by the Board as state aid, per pupil, pursuant to said enactment. This fee shall be included within the funding provided by the State and not cause funds to exceed the funding provided by the State.

I move for the adoption of the foregoing.

Motion by: _____

Seconded by: _____

August 27, 2026

The **Communication, Policy and Planning Committee**, on recommendation of the Superintendent of Schools, presents the following recommendations:

1. That the Board of Education adopt the following new* and revised policies/bylaws^:

<u>Policy No.</u>	<u>Description</u>
4111	Recruitment, Selection and Hiring (2 nd Reading)
5127	Commencement Activities (2 nd Reading)
5131	Conduct/Discipline (2 nd Reading)
5145.7	Gender Identity and Expression (2 nd Reading)
6142.11a*	Use of Artificial Intelligence – AI (2 nd Reading)
6171.4	Special Education (2 nd Reading)
3510	Operation and Maintenance of Plant (1 st Reading)
3516	Safety (1 st Reading)
5141	Health (1 st Reading)
5141.2	Illness (1 st Reading)
5141.21	Administering Medication (1 st Reading)
5141.3	Health Examination and Immunization (1 st Reading)
5300	Management of Life Threatening Allergies in Schools (1 st Reading)
6142.12	Career and Technical Education (1 st Reading)
6142.2	ESL, Bilingual (1 st Reading)
6146	Graduation Requirements (1 st Reading)
6147	Standards of Proficiency (1 st Reading)
6156	Instructional Planning (1 st Reading)
6164.2	Guidance Services (1 st Reading)
6173	Home Instruction (1 st Reading)
9113^	Filling Vacancies (1 st Reading)
9200^	Orientation and Training of Board Members (1 st Reading)
9321^	Time, Place, Notification of Meetings (1 st Reading)
9323/9324^	Agenda Preparation/Advance Delivery of Meeting Material (1 st Reading)

2. That the Board of Education adopt to remove the following policies:

<u>Policy No.</u>	<u>Description</u>
5141.01	Readmittance - COVID-19 (1 st Reading)
5141.10	Face Coverings (1 st Reading)
5141.11	Vaccination and Testing (1 st Reading)
5320	Practice and Pre Season Heat Acclimation for Interscholastic Athletes (1 st Reading)

3. That the Board of Education approve Avenel Middle School as an additional* After Care site for the 2026-2027 school year through Leading Edge Kids, LLC. (*amending Communications, Policy & Planning August 13, 2026 Agenda, Item #6)

August 27, 2026

I move for the adoption of the foregoing.

Motion by: _____

Seconded by: _____

WOODBRIIDGE TOWNSHIP BOARD OF EDUCATION
Woodbridge, New Jersey

FILE CODE: 4111

<u>X</u>	Monitored
<u>X</u>	Mandated
<u>X</u>	Other Reasons

Policy

RECRUITMENT, SELECTION AND HIRING

The board guarantees equal employment, advancement opportunity and equal pay for equal work for all people regardless of race, creed, color, national origin, nationality, ancestry, age, sex, affectional or sexual orientation, gender identity or expression, marital status, domestic partnership status, familial status, liability for service in the Armed Forces of the United States, atypical hereditary cellular or blood trait of any individual, disability or because of genetic information or refusal to submit to or make available the results of a genetic test, pregnancy or other conditions not related to the duties and responsibilities of the job.

The board believes that the quality of the professional staff in large part determines the quality of the education offered district students. Therefore, the chief school administrator shall have the responsibility of locating and recruiting the best qualified candidates to provide for the identified needs of district students. Recruiting practices shall include measures for targeting underrepresented populations in every category of employment.

Provisional teaching candidates shall be given equal consideration with all other candidates for teaching positions. The chief school administrator shall follow all requirements of the administrative code in providing the necessary training program for all teachers hired with provisional certificates.

Transparency in Job Listings

The board, through its chief school administrator or their designee, shall make reasonable efforts to announce, post, or otherwise make known opportunities for promotion (defined as a change in title with an increase in compensation) that are advertised internally within the district or externally on internet-based advertisements, postings, printed flyers, or other similar advertisements to all current employees in the affected department or departments of the district prior to making a promotion decision. Any promotion for a current employee that is awarded on the basis of years of experience or performance shall not be subject to the notification requirements established in this policy. Nothing in this policy shall be construed to prohibit the district from making a promotion on an emergent basis due to an unforeseen event.

The district shall disclose in each posting for new jobs and transfer opportunities that are advertised by it either externally or internally the hourly wage or salary, or a range of the hourly wage or salary, and a general description of benefits and other compensation programs for which the employee would be eligible. Nothing in this policy shall be construed to prohibit the board from increasing the wages, benefits, and compensation identified in the job opening posting at the time of making an offer for employment to an applicant.

In accordance with the Every Student Succeeds Act all teachers hired by the board for programs in the district supported with Title I, part A funds shall meet the State certification and licensure requirements. All teachers of core academic subjects (English, reading/language arts, mathematics, science, foreign languages, civics/government, economics, arts, history and government) hired by the board possess the appropriate certification including having a bachelor's degree from an accredited institution of higher learning and:

- A. Complete an undergraduate major in the appropriate subject area;
- B. Hold a graduate degree in the subject area; or
- C. Complete at least 30 credits in a coherent sequence of courses appropriate to the subject area.

The chief school administrator or his or her designee shall ensure that the district's employment application process and pre-employment inquiry and interview process conform to the guidelines of the New Jersey Division on Civil Rights and the Law Against Discrimination.

It shall be the duty of the chief school administrator to see that persons nominated for employment shall meet

RECRUITMENT, SELECTION AND HIRING (continued)

all qualifications established by state or federal law, including the successful completion of a criminal history check, proof of citizenship or eligible alien status, and certification for the type of position for which nomination is made.

The chief school administrator shall take steps to verify the academic credentials of any potential candidate for employment, and ensure any degrees cited, academic coursework or credits completed, or titles claimed by an individual have been granted by an accredited institution of higher education. For chief school administrator candidates, the board shall take similar steps. Documents shall not be accepted from non-accredited institutions or any fraudulent source.

If a current employee is found to have obtained employment, tuition reimbursement or increased salary based on documents or credentials obtained from a non-accredited institution, the board will take appropriate action, up to and including the possible discharge of the individual and/or obtaining a refund of the tuition reimbursement or increased salary.

The chief school administrator shall recommend for employment those individuals who, in his/her opinion, are best qualified to fill the vacancy without regard to race, creed, color, national origin, nationality, ancestry, age, sex, affectional or sexual orientation, gender identity or expression, marital status, domestic partnership status, familial status, liability for service in the Armed Forces of the United States, atypical hereditary cellular or blood trait of any individual, disability or because of genetic information or refusal to submit to or make available the results of a genetic test, pregnancy or other conditions not related to the duties and responsibilities of the job.

The chief school administrator shall prepare and maintain job descriptions that define the duties, responsibilities and qualifications required for each position. The board shall adopt those job descriptions required by law or code and others as appropriate.

The chief school administrator in determining the candidates to be nominated shall seek information whenever possible from the candidate's prior employers.

The board shall affirm employment and initial placement on the salary guide by a recorded roll call majority vote of the full membership of the board.

The board shall appoint all staff members only from nominations made by the chief school administrator. Should a nominee be rejected, it shall be the duty of the chief school administrator to make other nominations.

Residency Requirements

Every employee hired by the board shall have their principal residence with the State of New Jersey. For the purposes of this policy an employee may have only one principal residence which shall be defined as:

- A. Where the employee spends the majority of their nonworking time;
- B. Is most clearly the center of the employee's domestic life; and
- C. The employee's designated legal address and legal residence for voting.

The fact that an employee is either domiciled or owns a home or property in the State of New Jersey shall not by itself satisfy the requirement of principal residence.

Exemptions

- A. An employee hired on or after September 1, 2011 who is not a resident when hired shall receive one year to establish residency in New Jersey. If the employee fails to establish residency within that year, he/she shall be deemed unqualified for employment and shall be removed pursuant to N.J.S.A. 52:14-7(d);

RECRUITMENT, SELECTION AND HIRING (continued)

- B. An existing employee who was not a resident of New Jersey on or prior to September 1, 2011 is exempted from this policy, if he/she has not had a break in public service for a period of time greater than seven days this exemption shall not apply;
- C. An employee hired by the district who was a non-resident public employee prior to September 1, 2011 is exempted from this policy. However, if he/she has not had a break in public service for a period of time greater than seven days this exemption shall not apply;
- D. A break in public service shall be defined as an actual separation from employment for more than seven calendar days due to such causes as resignation, retirement, layoff, or disciplinary removal. But a leave of absence shall not be considered a break in public service.
- E. An employee may request an exemption made to the State committee formed under N.J.S.A. 52:14-7 on a basis of critical need or hardship. The decision on whether to approve an application of the employee shall be made by a majority vote of this committee. If this committee fails to act within 30 days after receipt of the employee's application, no exemption shall be granted and the residency requirements set forth in this policy shall be in effect.

Employment History - Definitions

For the purpose of this policy:

- A. "Child abuse" means any conduct that falls under the purview and reporting requirements of law (P.L. 1971, c.437; N.J.S.A. 9:6-8.8 et seq.) and is directed toward or against a child or student, regardless of the age of the child or student (see also board policy 5141.4 Missing, Abused and Neglected Children);
- B. "Sexual misconduct" means any verbal, nonverbal, written, or electronic communication, or any other act directed toward or with a student, including a sexual invitation, dating or soliciting a date, engaging in sexual dialogue, making sexually suggestive comments, self-disclosure or physical exposure of a sexual or erotic nature, and any other sexual, indecent or erotic contact with a student.

Required Disclosure of Employment History

The board shall require all applicants for employment and applicants to provide contracted services for positions and services that involve regular contact with students to provide the following information:

- A. A list, including name, address, telephone number and other relevant contact information of the applicant's:
 - 1. Current employer;
 - 2. All former employers within the last 20 years that were schools; and
 - 3. All former employers within the last 20 years where the applicant was in a position that involved direct contact with children;
- B. A written authorization that consents to and authorizes disclosure of the information requested for the district to review the employment history and the release of related records by the applicant's list of employers as detailed in "A" of this section, and that releases those employers from liability that may arise from the disclosure or release of records;
- C. A written statement as to whether the applicant:
 - 1. Has been the subject of any child abuse or sexual misconduct investigation by any employer, State licensing agency, law enforcement agency or the New Jersey Department of Children and Families. This is not required if the investigation resulted in a finding that the allegations were false or the alleged incident of child abuse or sexual misconduct was not substantiated;

RECRUITMENT, SELECTION AND HIRING (continued)

2. Has ever been disciplined, discharged, nonrenewed, asked to resign from employment, resigned from or otherwise separated from any employment while allegations of child abuse or sexual misconduct were pending or under investigation, or due to an adjudication or finding of child abuse or sexual misconduct;
3. Has ever had a license, professional license, or certificate suspended, surrendered, or revoked while allegations of child abuse or sexual misconduct were pending or under investigation, or due to an adjudication or finding of child abuse or sexual misconduct.

Review of the Employment History

A review of the employment history of the applicant shall be conducted and the employers listed by the applicant contacted. The dates of employment shall be requested and a statement as to whether the applicant:

- A. Was the subject of any child abuse or sexual misconduct investigation by any employer, State licensing agency, law enforcement agency or the New Jersey Department of Children and Families. This is not required if the investigation resulted in a finding that the allegations were false or the alleged incident of child abuse or sexual misconduct was not substantiated;
- B. Was disciplined, discharged, nonrenewed, asked to resign from employment, resigned from or otherwise separated from any employment while allegations of child abuse or sexual misconduct were pending or under investigation, or due to an adjudication or finding of child abuse or sexual misconduct; or
- C. Has ever had a license, professional license, or certificate suspended, surrendered, or revoked while allegations of child abuse or sexual misconduct were pending or under investigation, or due to an adjudication or finding of child abuse or sexual misconduct.

The review of the employment history may be conducted through telephone or cellphone, electronic communication or written communications. If the review is conducted by telephone or cellphone the results of the review shall be documented in writing by the district employee assigned to conduct the review.

Any applicant who willfully provides false information or willfully fails to disclose information required shall be subject to discipline and including termination or denial of employment; may be deemed in violation of law (N.J.S.A. 2C:28-3); and may be subject to a civil penalty of not more than \$500. Notification of these penalties shall be on all applications for employment for positions which involve regular contact with students.

Review of Out-of-State Employment History

A review of out-of-State employers that are part of the employment history of the applicant shall be conducted and the employers listed by the applicant contacted. The chief school administrator or his or her designee shall ensure that the employment history review conducted with an out-of-State employer is documented with specificity as to the diligent efforts made to:

- A. Verify the information provided by the applicant; and
- B. Obtain the information requested from any out-of-State employers listed by the applicant.

Nondisclosure Agreements

The district shall not enter into a collectively bargained or negotiated agreement, an employment contract, an agreement for resignation or termination, a severance agreement, or any other contract or agreement or take any action that:

- A. Has the effect of suppressing or destroying information relating to an investigation related to a report of suspected child abuse or sexual misconduct by a current or former employee;

RECRUITMENT, SELECTION AND HIRING (continued)

- B. Affects the ability of the district to report suspected child abuse or sexual misconduct to the appropriate authorities;
- C. Requires the district to expunge information about allegations or finding of suspected child abuse or sexual misconduct from any documents maintained by the district. This excludes allegations that are found to be false or alleged incidents of child abuse or sexual misconduct that have not been substantiated.

Implementation

The district may employ or contract with an applicant on a provisional basis for a period not to exceed 90 days pending the employment history review by the district provided that all of the following conditions are satisfied:

- A. The applicant has complied and provided the information requested;
- B. The district has no knowledge or information pertaining to the applicant that the applicant is required to disclose as part of the employment history review; and
- C. That special or emergent circumstances exist that justify the temporary employment of the applicant.

When the review of an applicant's employment history reveals that the applicant has a history of sexual misconduct or child abuse, the applicant shall be disqualified from employment with the district without grievance or appeals procedures or tenure proceedings pursuant to any collectively bargained or negotiated agreement or any law, rule or regulation.

The district shall respond to requests for employment history information pertaining to former or current district employees in compliance with law, within 20 days of the receipt of the request and former employee's consent to release the information.

Information received about an applicant's employment history shall not be a public record.

Adopted: August 21, 2014
 Revised: August 27, 2026
 NJSBA Review/Update:
 Readopted: September 22, 2016; June 28, 2018, August 27, 2026

Key Words

Recruitment, Selection and Hiring; Hiring; Nondiscrimination; Affirmative Action, Background Check, Personnel Background Check, Domestic Partnership Act, Residency Requirements

Legal References: N.J.S.A. 10:5-1 et seq. Law Against Discrimination
 See particularly:
N.J.S.A. 10-5-3
N.J.S.A. 18A:3-15.21 et seq Fraudulently issued, obtained, forged or altered degree or certification; use in connection with business or occupation
N.J.S.A. 18A:6-5 Inquiry as to religion and religious tests prohibited
N.J.S.A. 18A:6-6 No sex discrimination
N.J.S.A. 18A:6-7.1, -7.5 Criminal history record; employee in regular contact with pupils; grounds for disqualification from employment; exception
N.J.S.A. 18A:6-76.1 Deadline for notification to students of requirements of provisional certificate and induction program
N.J.S.A. 18A:11-1 General mandatory powers and duties
N.J.S.A. 18A:13-40 General powers and duties of board of newly created regional districts

RECRUITMENT, SELECTION AND HIRING (continued)

<u>N.J.S.A.</u> 18A:16-1	Officers and employees in general
<u>N.J.S.A.</u> 18A:26-1, -1.1, -2	Citizenship of teachers, etc.
<u>N.J.S.A.</u> 18A:27-1 <u>et seq.</u>	Employment and Contracts
<u>See particularly:</u>	
<u>N.J.S.A.</u> 18A:27-4.1	
<u>N.J.S.A.</u> 18A:54-20	Powers of board (county vocational schools)
<u>N.J.S.A.</u> 26:8A-1 <u>et seq.</u>	Domestic Partnership Act
<u>N.J.S.A.</u> 34:6B-23	Transparency in Employment Listings
<u>N.J.S.A.</u> 52:14-7	Residency Requirements
<u>N.J.A.C.</u> 6A:7-1.1 <u>et seq.</u>	Managing for Equality and Equity in Education
<u>See particularly:</u>	
	<u>N.J.A.C.</u> 6A:7-1.4,-1.8
<u>N.J.A.C.</u> 6A:9B-5.8	Endorsement Requirements
<u>N.J.A.C.</u> 6A:9B-6.1 <u>et seq.</u>	Types of Certificates
<u>N.J.A.C.</u> 6A:9B-8.1 <u>et seq.</u>	Requirements for Instructional Certification
<u>N.J.A.C.</u> 6A:9B-11.1 <u>et seq.</u>	Exceptions for the Requirements for the Instructional Certificate
<u>N.J.A.C.</u> 6A:9B-12.1 <u>et seq.</u>	Requirements for Administrative Certification
<u>N.J.A.C.</u> 6A:10:1.1 <u>et seq.</u>	Educator effectiveness
<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts
<u>N.J.A.C.</u> 6A:32-4.1	Employment of teaching staff
<u>N.J.A.C.</u> 6A:32-5.1	Standards for determining seniority

42 U.S.C.A. 2000e et seq. - Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunities Act of 1972

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

8 U.S.C.A. 1100 et seq. - Immigration Reform and Control Act of 1986

42 U.S.C.A. 12101 et seq. - Americans with Disabilities Act (ADA)

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

Old Bridge Education Association v. Old Bridge Township Bd. of Ed., 1986 S.L.D. 1917

Taxman v. Piscataway Bd. of Ed., 91 F. 3d 1547 (3d Cir. 1996)

The Comprehensive Equity Plan, New Jersey Department of Education

Possible

<u>Cross References:</u>	2130	Administrative staff
	*2131	Chief school administrator
	4000	Concepts and roles in personnel
	*4111.1/4211.1	Nondiscrimination/affirmative action
	*4112.2	Certification
	*4112.4/4212.4	Employee health
	4112.5/4212.5	Criminal history check
	*4112.6/4212.6	Personnel records
	*4112.8/4212.8	Nepotism
	*4121	Substitute teachers
	*4222	Noninstructional aides
	*5120	Assessment of individual needs
	*6010	Goals and objectives

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

COMMENCEMENT ACTIVITIES

The Woodbridge Township Board of Education endorses graduation activities and ceremonies. The date of graduation shall annually be recommended by the superintendent and approved by the board.

Graduation shall not occur prior to completion of the required 180 days of student instruction.

Guidelines for Graduation Year Activities

Student participation in special graduation year activities will require conduct of the highest caliber in all school situations.

Criteria for exclusion from these activities concern consistent behavioral patterns and shall include, but not be limited to:

- A. Consistent involvement in disciplinary action(s);
- B. Suspension.

The final decision shall be made by the superintendent.

Students and parents/guardians shall be given advance notification of these criteria.

Voting Information and Registration

Prior to graduation, the board of education shall provide a voter registration form and material describing the role of a citizen and the importance of voting to each eligible high school student.

Graduation Procedures and Ceremonies

No student shall be barred from participation in graduation ceremonies for arbitrary or discriminatory reasons. A student who may be prevented from participation and his/her parents/guardians shall be so notified in advance and no later than ten days prior to the close of the school year.

When a student or his/her parents/guardians experiences financial hardship and is unable to pay the costs of participation in graduation ceremonies, the board shall assume the costs of the following items:

- A. Rental or purchase of cap and gown;
- B. Participate in Project Graduation;
- C. Other, as may be determined by the board.

Financial hardship shall be defined by eligibility standards for free and reduced price meals under the state school lunch program.

The board reserves the right to deny participation in graduation activities when extreme circumstances warrant it. Such denial shall be treated in the same manner as a suspension and the student so affected shall be afforded the rights of review provided in policies of this board.

The board reserves the right to withhold a diploma and transcripts until all fines are paid.

COMMENCEMENT ACTIVITIES (continued)Awarding of Diplomas

The president of the board of education and/or another designated member of the board shall award the diplomas. Board members and former board members shall be afforded the opportunity to award diplomas to their own children.

The board shall not prevent, or otherwise deny participation in, constitutionally protected prayer in any district school, consistent with guidance issued by the United States Department of Education and applicable judicial decisions interpreting the religion clauses of the First Amendment of the U.S. Constitution.

NJSBA Review/Update: December 2011
 Revised: August 27, 2026
 Adopted: August 21, 2014
 Readopted: August 27, 2026

Key Words

Commencement Activities, Graduation Ceremonies, Voting, Voting Registration

Legal References: N.J.S.A. 18A:7C-5.1 Boards of education prohibited from excluding students from graduation ceremony or from obtaining yearbook for inability to pay fees
N.J.S.A. 18A:11-1 General mandatory powers and duties
N.J.S.A. 18A:36-18 Books containing organic laws at graduation
N.J.S.A. 18A:36-27 Voting information
N.J.S.A. 18A:37-2 Causes for suspension or expulsion of students
N.J.S.A. 18A:54-20 Powers of board (county vocational schools)
N.J.A.C. 6A:8-5.1 et seq. Implementation of Graduation Requirements
N.J.A.C. 6A:16-7.1 et seq. Student Conduct

Ballato v. Long Branch Board of Education, 1990 S.L.D. (August 20)

Lee v. Weisman, 112 S. Ct. 2649 (1992)

R.L. v. Kingsway Regional Board of Education, 95 NJAR 2d (EDU) 296

D.C. v. Parsippany Troy Hills Board of Education, 96 NJAR 2d (EDU) 697

DO'G v. Ridgefield Park Board of Education, 96 NJAR 2d (EDU) 820

R.F. v. Park Ridge Board of Education, 97 NJAR2d (EDU) 1

American Civil Liberties Union v. Blackhorse Pike Regional Board of Education, 84 F. 3d 1471 (3d Cir. 1996)

[High School Voter Registration Law Resources](#)

[High School Voter Registration Statement of Assurance](#)

COMMENCEMENT ACTIVITIES (continued)

Possible

<u>Cross References:</u>	*5113	Absences and excuses
	*5114	Suspension and expulsion
	*5126	Awards for achievement
	*5131	Conduct/discipline
	*6111	School calendar
	*6115	Ceremonies and observances
	*6141.2	Recognition of religious beliefs and customs
	*6146	Graduation requirements

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

WOODBRIIDGE TOWNSHIP BOARD OF EDUCATION
Woodbridge, New Jersey

FILE CODE: 5131

 X **Monitored**

 X **Mandated**

 X **Other Reasons**

Policy

CONDUCT/DISCIPLINE

The Woodbridge Township Board of Education ("Board") believes that an effective instructional program requires an orderly school environment and that the effectiveness of the educational program is, in part, reflected in the behavior of students. The board approved code of student conduct is established to achieve the following purposes:

- A. Foster the health, safety, and social and emotional well-being of students;
- B. Support the establishment and maintenance of civil, safe, secure, supportive and disciplined school environments conducive to learning;
- C. Promote achievement of high academic standards;
- D. Prevent the occurrence of problem behaviors;
- E. Establish parameters for the intervention and remediation of problem student behaviors at all stages of identification; and
- F. Establish parameters for consistent responses to violations of the code of student conduct that take into account, at a minimum, the severity of offenses, the developmental ages of student offenders and students' histories of inappropriate behaviors as appropriate.

The board of education expects students to conduct themselves in keeping with their level of maturity, with a proper regard for the rights and welfare of other students, for school personnel, for the educational purpose underlying all school activities, and for the care of school facilities and equipment. Students are required to conform to reasonable standards of socially acceptable behavior; respect the person, property and rights of others; obey constituted authority and respond to those who hold that authority.

The board of education believes that standards of student behavior must be set cooperatively by interaction among the students, parents/guardians, staff and community, producing an atmosphere that encourages students to grow in self-discipline. Such an atmosphere must include respect for self and others, as well as for district and community property.

Board policy requires each student of this district to adhere to the rules and regulations established by the administration and to submit to such disciplinary measures as are appropriately assigned for infraction of those rules. The chief school administrator shall provide to students and their parents/guardians the rules of this district regarding student conduct and the sanctions that may be imposed for breach of those rules. Provisions shall be made for informing parents/guardians whose primary language is other than English.

The chief school administrator shall establish the degree of order necessary to the educational program in which students are engaged.

Code of Conduct

The superintendent shall oversee the development of and the board shall approve a code of student conduct which establishes standards, policies and procedures for positive student development and student behavioral expectations on school grounds, including on a school bus or at school sponsored functions. The code of conduct may be based on parent/guardian, and student. The superintendent has the right and authority to

CONDUCT/DISCIPLINE (continued)

impose a consequence on a student for conduct away from school grounds that is consistent with the board's approved code of student conduct, pursuant to N.J.A.C. 6A:16-7.1 and N.J.A.C. 6A:16-7.6.

This authority shall be exercised only when it is reasonably necessary for the student's physical or emotional safety, security and well-being or for reasons relating to the safety, security and well-being of other students, staff or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2, and when the conduct which is the subject of the proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. The board shall direct development of detailed regulations suited to the age level of the students and the physical facilities of the individual schools.

The board requires each student of this district to adhere to the Code of Student Conduct promulgated by the administration and to submit to such disciplinary measures as are appropriately assigned for infraction of those rules. Such rules shall require that students:

- A. Conform to reasonable standards of socially acceptable behavior;
- B. Respect the person and property of others;
- C. Preserve the degree of order necessary to the educational program in which they are engaged;
- D. Respect the rights of others;
- E. Obey constituted authority and respond to those who hold that authority; and
- F. Respect diversity and value equity.

The content of the Code of Student Conduct, at a minimum, shall include:

- A. A description of student responsibilities that includes expectations for academic achievement, behavior and attendance;
- B. A description of behaviors that will result in suspension or expulsion;
- C. A description of the students' rights to:
 - 1. Advance notice of behaviors that will result in suspensions or expulsions;
 - 2. Education that supports student development into productive citizens;
 - 3. Attendance in safe and secure school environment;
 - 4. Attendance in school irrespective of marriage, pregnancy, or parenthood;
 - 5. Due process and appeal procedures in accordance with law and board policy;
 - 6. Parent notifications consistent with board policy and law for law enforcement interviews (5145.11 Questioning and Apprehension), short-term and long-term suspension (5114 Suspension and Expulsion), due process and appeal procedures, and attendance (5113 Attendance, Absences and Excuses);
 - 7. Records and privacy protections (5125 Student Records).
- D. A description of comprehensive behavioral supports that promote positive student development and assist each student in fulfilling the district behavioral expectations established including:
 - 1. Positive reinforcement for good conduct and academic success;
 - 2. Supportive interventions and referral services;
 - 3. Remediation of problem behavior that takes into account the behavior's nature, the students' developmental ages and the students' histories of problem behaviors and performance; and
 - 4. Behavioral interventions and supports for students with an IEP or accommodation plans.

CONDUCT/DISCIPLINE (continued)

- E. A description of responses to violations of behavioral expectations that, at a minimum, are graded according to the severity of the offenses, and consider the developmental ages of the student offenders and their histories of inappropriate behaviors that shall:
1. Include a continuum of actions designed to remediate and, where necessary or required by law, to impose sanctions;
 2. Be consistent with other responses as required by law for serious offenses including firearms, weapons and assault offenses;
 3. Ensure that the code of student conduct is applied equitably without regard to race, color, religion, ancestry, national origin, nationality, sex, gender, sexual orientation, gender identity or expression, marital, domestic-partnership, or civil-union, mental, physical, or sensory disability, or any other distinguishing characteristic;
 4. Be consistent with the provisions of N.J.S.A. 18A:6-1 regarding the corporal punishment of pupils.
- F. Expectations and consequences consistent board policies and procedures 5113 Attendance, Absences and excuses and 5131.1 Harassment, Intimidation and Bullying;
- G. A current list of community-based health and social service provider agencies available to support a student and the student's family, as appropriate, and a list of legal resources available to serve the community.

A student may be denied privileges such as participation in extracurricular activities, school functions, sports, graduation exercises or other privileges as disciplinary sanctions in order to maintain the order and integrity of the school environment.

Student Discipline, Suspension And Expulsion

Students who display chronic behavioral or academic problems may be referred to the child study team by the chief school administrator for an evaluation to determine disability or the need for other services. Such referrals shall be in strict accordance with the due process regulations prescribed by the administrative code. Students so identified shall be provided with appropriate programs and services as prescribed by the child study team.

A student whose presence poses a continuing danger to persons or property, or an ongoing threat of disrupting the academic process, may be suspended in accordance with N.J.A.C. 6A:16-7.1 and N.J.A.C. 6A:16-7.2, N.J.A.C. 6A:16-7.3 or expulsion in accordance with N.J.A.C. 6A:16-7.4, following due process. However, one incident alone is not sufficient cause for an expulsion.

Any student who commits an assault (as defined by N.J.S.A. 2C:12-1) upon a board member, teacher, administrator or other employee of the board of education shall be suspended from school immediately according to procedural due process, and suspension in accordance with N.J.A.C. 6A:16-7.1 and N.J.A.C. 6A:16-7.2, N.J.A.C. 6A:16-7.3 or expulsion in accordance with N.J.A.C. 6A:16-7.4. However, one incident alone is not sufficient cause for an expulsion. Proceedings shall begin no later than 30 calendar days from the date of the student's suspension.

The chief school administrator or his or her designee shall take appropriate measures to ensure that minority and male students shall not be disproportionately represented in detentions, suspensions, and expulsions.

The Code of Student Conduct shall provide for degrees of discipline including detention, an alternative class setting program, out-of-school suspension, behavioral probation, and expulsion.

In addition to any penalty that the board may impose, students may have criminal charges brought against them by the board or its administrators if the misconduct warrants such action.

- A. Pursuant to N.J.S.A. 18A:37-1 et seq., causes for suspension or expulsion of a student include, among others:

CONDUCT/DISCIPLINE (continued)

1. Continued and willful disobedience;
 2. Open defiance of the authority of any teacher or person, having authority over him;
 3. Conduct of such character as to constitute a continuing danger to the physical well-being of other students;
 4. Physical assault upon another student;
 5. Taking, or attempting to take, personal property or money from another student, or from his presence, by means of force or fear;
 6. Willfully causing, or attempting to cause, substantial damage to school property;
 7. Participation in an unauthorized occupancy by any group of students or others of any part of any school or other building owned by the board, and failure to leave such school or other facility promptly after having been directed to do so by the principal or other person then in charge of such building or facility;
 8. Incitement which is intended to and does result in unauthorized occupation by any group of students or others of any part of a school or other facility owned by the board;
 9. Incitement which is intended to and does result in truancy by other students;
 10. Knowing possession or knowing consumption without legal authority of alcoholic beverages or controlled dangerous substances on school premises, or being under the influence of intoxicating liquor or controlled dangerous substances while on school premises; and
 11. Any conduct or behavior that threatens the safety of the students, staff, or other school personnel and/or disrupts the educational environment.
- B. Acts of violence or threats of physical harm to staff members or their property cannot be tolerated; therefore, disciplinary action up to and including expulsion may be taken against students guilty of such acts in accordance with the following:
1. Any student who threatens physical harm to staff members or their property will be subject to immediate suspension from the school setting consistent with the student's due process rights.
 2. Any student who physically attacks a staff member or willfully damages a staff member's personal property will be subject to immediate suspension from school consistent with the student's due process rights and a recommendation made to the Superintendent that an expulsion hearing be conducted by the board.
 3. In any case involving an assault upon a staff member by a student, a police complaint will be signed against the student.
- C. In situations where a student has exhibited aggressive behavior towards his/her peers, **or** where a student has committed a bias act, appropriate action to be taken may include:
1. Discipline;
 2. Loss of privilege(s);
 3. Referral to a Child Study Team;
 4. Notification to the Director of Student Access & Engagement; and/or
 5. Removal from the assigned school and assignment to another educational setting.
- (See also: Harassment, Intimidation, and Bullying Prevention.)
- D. In any disciplinary action, the student is entitled to due process. The procedures for student suspension and expulsion are set forth in policy 5114. In general, a student's due process rights include:
1. A statement in writing by the teacher or individual making the complaint of the reason or reasons for the proposed discipline;
 2. Presentation to the student by an administrator of the allegations made against him/her;
 3. A full opportunity given to the student to state his/her position;
 4. Contact with the student's parent(s) or guardian(s) by telephone **or** by letter;
 5. A conference with parents, student, and administrator.
- E. Students suspended for a long term suspension (more than 10 school days) shall be afforded a formal hearing before the board.

CONDUCT/DISCIPLINE (continued)

1. The formal hearing before the board shall be conducted by the board or delegated by the board to a board committee or to a school administrator for the purpose of determining facts and/or making recommendations. The board as a whole shall receive and consider either a transcript or detailed report on such hearing before taking final action. The hearing shall:
 - a. Include the opportunity for the student to confront and cross-examine witnesses, when there is a question of fact, and present his or her own defense and produce oral testimony or written supporting affidavits.
 - b. Take place no later than 30 calendar days following the day the student is suspended from the general education program;
 - c. Not be subject to the provisions of the "Open Public Meetings Act;" and
 - d. Result in a decision by the board, which at a minimum, shall be based on the preponderance of competent and credible evidence.
 2. The board shall provide a written statement to the student's parents of the board's decision within five school days after the close of the hearing that includes, at a minimum:
 - a. The charges considered;
 - b. A summary of the documentary or testimonial evidence from both the student and the administration that was brought before the board at the hearing;
 - c. Factual findings relative to each charge and the board's determination of each charge;
 - d. Identification of the educational services to be provided to the student;
 - e. The terms and conditions of the suspension; and
 - f. The right to appeal the board's decision regarding the student's general education program to the Commissioner of Education.
 3. The board shall ensure the student's immediate return to the general education program if at any time it is found that the general education student is not guilty of the offense;
 4. For a student with a disability found not guilty of the offense, the student's program shall be determined in accordance with the provisions of N.J.A.C. 6A:14-1.1 et seq. ("Special Education"); and
 5. At the completion of a long-term suspension, the board shall return the general education student to the general education program.
- F. Suspension of general education students may not be continued beyond the board's second regular meeting following the suspension, unless the board so determines.
1. The board shall determine whether or not to continue the suspension based on the following criteria:
 - a. The nature and severity of the offense;
 - b. The board's removal decision;
 - c. The results of any relevant testing, assessments or evaluations of the student; and
 - d. The recommendation of the superintendent, principal or director of the alternative educational program or home or other out-of-school instruction program in which the student has been placed.
 2. In the event of cancellation of the first or second regular board meeting, action on the continuation of the suspension shall be considered at the next board meeting.
 3. When the board votes to continue the suspension of a general education student, the board, in consultation with the superintendent, shall review the case at each subsequent board meeting for the purpose of determining:
 - a. The status of the student's suspension;
 - b. The appropriateness of the current educational program for the suspended student; and
 - c. If the suspended student's current placement should continue or if the student should return to the general education program.

CONDUCT/DISCIPLINE (continued)

4. When the board votes to continue the suspension of a general education student, the board, in consultation with the superintendent, shall make the final determination on:
 - a. When the student is prepared to return to the general education program;
 - b. Whether the student shall remain in an alternative education program or receive home or other in-school or out-of-school instruction; or
 - c. Whether to initiate expulsion proceedings.
- G. The board shall make decisions regarding the appropriate educational program and support services for the suspended general education student, at a minimum, based on the following criteria:
 1. A behavioral assessment or evaluation including, but not limited to, a referral to the child study team, as appropriate;
 2. The results of any relevant testing, assessments or evaluations of the student;
 3. The student's academic, health and behavioral records;
 4. The recommendation of the superintendent, principal or other relevant school or community resource; or
 5. Consultation with the Intervention and Referral Services team, as appropriate.
- H. The board shall provide a general education student suspended under this section with an appropriate educational program or appropriate educational services until the student graduates from high school or reaches the age of 20.
 1. The educational program shall be consistent with the regulations of the State Board of Education concerning regular or special education students, whichever is applicable; or
 2. The educational services provided, either in school or out of school, shall be comparable to those provided in the public schools for students of similar grades and attainments.
- I. For a student with a disability who receives a long-term suspension, the board shall proceed in accordance with N.J.A.C. 6A:14-2.8 in determining or changing the student's educational placement to an interim or alternate educational setting.
 1. All procedural protections set forth in N.J.A.C. 6A:14-1.1 et seq. shall be afforded to each student with a disability who is subjected to a long-term suspension.
 2. All decisions concerning the student's educational program or placement shall be made by the student's Individualized Education Program team.
 3. The provisions of F through H above shall not apply to students with disabilities.
- J. The length of suspension depends upon the nature of the infraction. The Office of the Superintendent shall be informed monthly of all suspensions of five days or less duration. No suspension may exceed five days unless the superintendent has been informed and has given his/her consent.
- K. No suspended student may leave the building to go home unless permission to leave has been granted by a parent or a parent takes the student home. If the administrator has been unable to contact the parents, the student must remain in school until dismissal.
- L. From the time a student is notified of the suspension he/she shall not be eligible to participate in any school functions for the duration of such disciplinary action. Students suspended shall not be eligible for attendance at any other school, with the exception of an alternate educational program, for the duration of such disciplinary action, unless otherwise determined by the Office of Special Services. The student is considered to be reinstated at the beginning of the school day following the last day of the suspension.
- M. Every student has the right to make-up the class work missed during the period of his/her suspension. The record of absence during the period of suspension shall be made part of the student's permanent attendance record.

CONDUCT/DISCIPLINE (continued)

- N. Students may be disciplined for conduct that occurs away from school grounds, including, but not limited to, on a school bus or at a school-sponsored function consistent with the board's Code of Student Conduct. This authority shall be exercised only when it is reasonably necessary for the student's physical or emotional safety, security and well-being or for reasons relating to the safety, security and well-being of other students, staff or school grounds. This authority shall be exercised only when the conduct which is the subject of the proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school.

Substance Abuse

In accordance with statute and code, penalties shall be assigned for use, possession and distribution of proscribed substances and drug paraphernalia. The penalties shall be graded according to the severity of the offense in accordance with policy 5131.6 Substance Abuse. Infractions shall be reported to the local law enforcement agency in accordance with the district's memorandum of agreement. Confidentiality shall be protected in accordance with federal and state law.

Hazing - Definitions

"Hazing" means conduct in connection with an initiation of applicants to or members of a student or fraternal organization where a person knowingly or recklessly:

- A. Causes, coerces, or otherwise induces another person to commit an act that violates federal or State criminal law;
- B. Causes, coerces, or otherwise induces another person to consume any food, liquid, alcoholic liquid, drug or other substance which subjects the person to a risk of emotional or physical harm or is otherwise deleterious to the person's health;
- C. Subjects another person to abuse, mistreatment, harassment, or degradation of a physical nature, including, but not limited to, whipping, beating, branding, excessive calisthenics, or exposure to the elements;
- D. Subjects another person to abuse, mistreatment, harassment, or degradation of a mental or emotional nature, including, but not limited to, activity adversely affecting the mental or emotional health or dignity of the individual, sleep deprivation, exclusion from social contact, or conduct that could result in extreme embarrassment;
- E. Subjects another person to abuse, mistreatment, harassment, or degradation of a sexual nature; or
- F. Subjects another person to any other activity that creates a reasonable likelihood of bodily injury to the person.

Hazing shall not include any reasonable and customary athletic, law enforcement, or military training; contests; competitions; or events (section 1 of P.L.1980, c.169 N.J.S.A. 2C:40-3).

"Organization" means a fraternity, sorority, association, corporation, order, society, corps, club or service, social or similar group, whose members are primarily minors, students, or alumni of the organization.

Hazing - Policy

Hazing activities of any type are prohibited at all times regardless of whether the conduct occurs on or off school property or outside of school hours. No student, parent/guardian, coach, sponsor, volunteer, or district employee shall plan, direct, encourage, assist, permit, condone, ignore, or tolerate any form of hazing.

CONDUCT/DISCIPLINE (continued)

The board shall ensure that students are informed of this anti-hazing policy, including the rules, penalties, and program of enforcement under the policy. The policy shall be posted on the accessible district Internet website.

Reporting Hazing

Hazing is a disorderly persons offense. However, hazing is a crime of the third degree if an actor commits an act defined by law (section 1 of P.L.1980, c.169 N.J.S.A. 2C:40-3) which results in death or serious bodily injury to another person and is a crime of the fourth degree if the actor commits an act which results in bodily injury to another person. Local law enforcement shall be contacted.

In addition to any other sanctions or penalties that the district and/or local law enforcement may impose, a student or fraternal organization, that knowingly or recklessly promotes or facilitates a person to commit an act of hazing prohibited by board policy and law, shall be subject to a fine of not less than \$1,000 or more than \$5,000 for an initial violation, and a fine of not less than \$5,000 or more than \$15,000 for each subsequent violation.

Students, parents/guardians, administrators, coaches, volunteers, and district employees should immediately report hazing conduct to the building principal or their designee. All complaints of hazing shall be investigated promptly by the chief school administrator or his or her designee.

A person, student or fraternal organization, and another person acting in concert with the person, organization, or institution, shall be immune from prosecution if the person, or an employee, officer, or other agent acting on behalf of the organization or institution, as the case may be:

- A. Called 9-1-1, or otherwise contacted school security, police, or emergency services, and reported that a person was in need of medical assistance due to an act of hazing;
- B. The caller provided the caller's name and, if applicable, the name of the person acting in concert with the caller to the 9-1-1 operator or other recipient of the emergency contact;
- C. The caller was the first to make the 9-1-1 report or other emergency report; and
- D. The caller and, if applicable, the person acting in concert with the caller remained on the scene with the person in need of medical assistance until assistance arrived and cooperated with the emergency services on the scene.

In addition to any other applicable immunity or limitation on civil liability, a law enforcement officer or other official empowered to act as an officer for the arrest of offenders against the laws of this State, or a prosecutor, who, acting in good faith, arrested or charged a person who is thereafter determined to be entitled to immunity from prosecution shall not be subject to any civil liability for the wrongful arrest or charge.

Discipline

Individuals and/or groups found to have committed or participated in hazing another student or students shall be subject to disciplinary action.

The penalties for violations of the hazing policy may include:

- A. The withholding of diplomas or transcripts pending compliance with the rules;
- B. The rescission of permission for the organization or group, whose student members are being penalized under the anti-hazing policy, to operate on school property or to otherwise operate under the sanction or recognition of the school district; and

CONDUCT/DISCIPLINE (continued)

C. The imposition of probation, suspension, dismissal, or expulsion.

A penalty imposed on a student found to have committed or participated in hazing another student or other students shall be in addition to penalties imposed for violating the code of student conduct or any other school rule which the violator may be subject to. This policy shall apply to each act conducted on or off school property if the acts are deemed to constitute hazing.

Harassment, Intimidation, And Bullying

- A. The board acknowledges that a safe and civil environment in school is necessary for students to learn and achieve high academic standards. Harassment, intimidation or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment. Since students learn by example, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, demonstrating traits of good character and refusing to tolerate harassment, intimidation or bullying.
- B. The board prohibits any student from engaging in any act or behavior of harassment, intimidation, or bullying towards other students in accordance with policy 5131.1.

"Harassment, intimidation or bullying" is defined as any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic, that takes place on school grounds, at any school-sponsored function or on a school bus, or off school grounds in accordance with law, that substantially disrupts or interferes with the orderly operation of the school or the rights of other students and that:

- 1. A reasonable person should know, under the circumstances, will have the effect of physically or mentally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or mental harm to his/her person or damage to his/her property; or
- 2. Has the effect of insulting or demeaning any student or group of students; or
- 3. Creates a hostile educational environment by interfering with the student's education or by severely or pervasively causing physical or emotional harm to the student.

"Electronic communication" means a communication that is transmitted by means of an electronic device, including, but not limited to a telephone, cellular phone, computer, or pager, that takes place on school grounds, at any school-sponsored function or on a school bus, or is communicated or circulated during school by either the original student or other students.

- C. The board expects students to conduct themselves in keeping with their levels of development, maturity and demonstrated capabilities with a proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment.
- D. The board believes that standards for student behavior must be set cooperatively through interaction among the students, parents/guardians, staff and community members, producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for the board and community property on the part of students, staff and community members.
- E. The board believes that the best discipline is self-imposed, and that it is the responsibility of staff to use disciplinary situations as opportunities to help students learn to assume and accept responsibility for their

CONDUCT/DISCIPLINE (continued)

behavior and the consequences of their behavior. Staff members who interact with students shall apply best practices designed to prevent discipline problems and encourage students' ability to grow in self-discipline.

- F. The board is committed to a policy that identifies those students who become involved in any act or behavior of harassment, intimidation, or bullying. In determining the appropriate response to students who commit one or more acts of harassment, intimidation or bullying, school administrators should consider the following factors: the age, developmental and maturity levels of the parties involved, the degrees of harm, the surrounding circumstances, the nature and severity of the behaviors, past incidences or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. In determining remedial measures, school administrators should consider various personal and environmental factors. Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances. It is only after meaningful consideration of these factors that appropriate consequences and remedial responses should be determined, consistent with the case law, Federal and State statutes, regulations and policies and board policies and procedures.
- G. Some acts of harassment, intimidation or bullying may be isolated incidents requiring that the school respond appropriately to the individuals committing the acts. Other acts may be so serious or parts of a larger pattern of harassment, intimidation or bullying that they require a response at the classroom, school building or school district levels or by law enforcement officials.
- H. Institutional (i.e., classroom, school building, school district) responses can range from school and community surveys, to mailings, to focus groups, to adoption of research-based bullying prevention program models, to training for certificated and non-certificated staff, to participation of parents and other community members and organizations, to small or large group presentations for fully addressing the conduct and the school's response to the conduct, in the context of acceptable student behavior and the consequences of such conduct, and to involvement of law enforcement officers, including school resource officers, as appropriate.
- I. Parents and students may anonymously report an incident of harassment, intimidation, or bullying. Disciplinary action may not be based solely on the basis of an anonymous report.
- J. The board will not tolerate any reprisal or retaliation against any person who reports an act of harassment, intimidation or bullying. School employees, students, and volunteers must not engage in reprisal, retaliation, or false accusation against a victim, witness, or an individual who provides reliable information about an act of harassment, intimidation, or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature and circumstances of the act, in accordance with case law, Federal and State statutes and regulations and Board policies and procedures.
- K. The board prohibits any person from falsely accusing another as a means of harassment, intimidation or bullying. Consequences and appropriate remedial action for a student found to have falsely accused another as a means of harassment, intimidation or bullying range from positive behavioral interventions up to and including suspension or expulsion. Appropriate remedial action takes into account the nature of the behavior, the developmental age of the student, the student's history of problem behaviors and performance, and may include the following:
 - 1. A behavioral assessment or evaluation including, but not limited to, a referral to the child study team, as appropriate; and
 - 2. Supportive interventions and referral services, including those at N.J.A.C. 6A:16-8;
- L. Consequences for a student who commits an act of harassment, intimidation or bullying shall be varied and graded according to the nature of the behavior, the developmental age of the student and the student's history of problem behaviors and performance.

CONDUCT/DISCIPLINE (continued)

- M. Consequences and appropriate remedial action for a school employee found to have falsely accused another as a means of harassment, intimidation or bullying shall include discipline in accordance with board policies, procedures and agreement.
- N. Consequences and appropriate remedial action for a visitor or volunteer, found to have falsely accused another as a means of harassment, intimidation or bullying shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.
- O. Notice of the board's policy will appear in any board publication that sets forth the comprehensive rules, procedures, and standards of conduct for schools within the school district and in any student handbook. Provisions shall be made for informing parents/ guardians whose primary language is other than English.
- P. The superintendent may in his or her discretion establish bullying prevention programs, and other initiatives involving school staff, students, administrators, volunteers, parents, law enforcement and community members.
- Q. The board shall:
 - 1. Annually review the training needs of district staff for the effective implementation of the harassment, intimidation and bullying policies, procedures, programs and initiatives of the board and implement staff training programs consistent with the annual review of training needs and the findings of the annual review and update of the Code of Student Conduct, as determined appropriate by the board.

Information regarding the board's policy against harassment, intimidation, or bullying shall be incorporated into the board's employee training program.

- 2. Develop a process for annually discussing the board's harassment, intimidation or bullying policy with students; and
- 3. Annually review the extent and characteristics of harassment, intimidation and bullying behavior in the school buildings of the school district and implement programmatic or other responses, if determined appropriate by the board.

The programs or other services shall be planned in consultation with parents, students and other community members, including appropriate community-based social and health provider agencies, law enforcement officials, school employees, school volunteers, students and school administrators, as appropriate.

Threatening Behavior Prevention

The board recognizes that school personnel must take seriously all suggestions, demonstrations, or communications of threatening behavior. When confronted with an actual situation in which threatening behavior or ideation is present, immediate mobilization of all appropriate resources is paramount.

Racial and Bias Incidents

The building principal will report racial and bias harassment incidents to Student Access & Engagement and the County Prosecutor as appropriate.

Authority of School Personnel

The building principal shall have the authority to assign discipline to students, subject to the rules and regulations of the superintendent and to the student's due process rights to notice, hearing, and appeal. Teaching staff members and other employees of this board having authority over students shall have the authority to take such means as may be necessary to control the disorderly conduct of students in all situations and in all places where such students are within the jurisdiction of the board.

CONDUCT/DISCIPLINE (continued)Detaining Students

No student is to be detained at the elementary school or middle school level after the close of the regular school day unless the student's parent(s) have been contacted and informed that the student is going to be detained. Notification to parent(s) is the responsibility of school personnel. Notification should be made prior to the departure of school buses. If parent cannot be contacted, the student should be detained on another day. It shall be the responsibility of the superintendent to promulgate guidelines to implement this policy.

Students with Disabilities

Classified students are subject to the same disciplinary procedures as nondisabled students and may be disciplined in accordance with their IEP and accommodation plans. However, before disciplining a classified student, it must be determined that:

- A. The student's behavior is not primarily caused by his/her educational disability;
- B. The program that is being provided meets the student's needs.

Staff shall comply with state and federal law and the regulations of the New Jersey administrative code in dealing with discipline and/or suspension of all students with disabilities.

Student Behavioral Infractions

Students who display chronic behavioral or academic problems may be referred to the child study team by the principal for an evaluation to determine disability or the need for other services. Such referrals shall be in strict accordance with the due process regulations prescribed by the administrative code. Students so identified shall be provided with appropriate programs and services as prescribed by the child study team.

A student whose presence poses a continuing danger to persons or property, or an ongoing threat of disrupting the academic process, may be suspended in accordance with N.J.A.C. 6A:16-7.1 and N.J.A.C. 6A:16-7.3 or expulsion in accordance with N.J.A.C. 6A:16-7.5, following due process. However, one incident alone is not sufficient cause for an expulsion.

Any student who commits an assault (as defined by N.J.S.A. 2C:12-1) upon a board member, teacher, administrator or other employee of the board of education shall be suspended from school immediately according to procedural due process, and suspension in accordance with N.J.A.C. 6A:16-7.1 and N.J.A.C. 6A:16-7.3 or expulsion in accordance with N.J.A.C. 6A:16-7.5. However, one incident alone is not sufficient cause for an expulsion. Proceedings shall begin no later than 30 calendar days from the date of the student's suspension.

Weapons Offenses

Any student who is convicted or adjudicated delinquent for possession of a firearm or a crime while armed with a firearm or found knowingly in possession of a firearm on any school property or on a school bus or at a school-sponsored function shall be immediately removed from the school's regular education program for a period of not less than one calendar year. The superintendent may modify this suspension on a case-by-case basis. Each student so removed shall be placed in an alternative educational program or on home instruction pending alternative education program placement and shall be entitled to a hearing before the board. The hearing shall take place no later than 30 days following the day the student is removed from the regular education program and shall be closed to the public.

The principal shall be responsible for the removal of such students and shall immediately report them to the superintendent. The principal shall also notify the appropriate law enforcement agency of a possible violation of the New Jersey Code of Criminal Justice.

The superintendent shall determine at the end of the year whether the student is prepared to return to the

CONDUCT/DISCIPLINE (continued)

regular education program, in accordance with N.J.A.C. 6A:16-5.5(i).

Teaching staff members and other employees of this board having authority over students shall take such lawful means as may be necessary to control the disorderly conduct of students in all situations and in all places where such students are within the jurisdiction of this board.

Student Internet-Enabled Devices During The School Day (Bell to Bell)

The purpose of restricting personal internet-enabled devices is to support student well-being and engagement, reduce distraction and improve focus. Further, this policy helps to promote a positive climate and connection to school.

Starting with the 2026-2027 school year, the board of education prohibits the use of personal internet-enabled devices, subject to certain listed exceptions below, during the entirety of the school day (bell-to-bell) for students in kindergarten through grade 12. The board directs the superintendent to establish protocols that are differentiated across schools, grade levels and are developmentally appropriate to implement this policy.

“Bell-to-Bell” is the timeframe when the morning bell rings at the start of the school day, until the dismissal bell rings at the end of the school day. Bell-to-Bell includes time in between class periods, and during lunch.

“Internet-Enabled Device” means any device capable of connecting to the internet and accessing online content (e.g., smartphones, tablets, smartwatches), including social media applications. An internet-enabled device does not include an internet-enabled device provided by a public school when used for educational purposes during authorized times.

Device Storage

The board of education requires that all student internet-enabled devices be stored during the entirety of the school day, unless they meet one of the exceptions listed below. The board of education directs the superintendent to make recommendations to the board on the most appropriate storage options based on the age, grade, and developmental needs of the students in each school in the district. Once the board selects the appropriate storage options, the superintendent will ensure that the selected storage methods for each school/grade are clearly communicated to all students, families and staff.

Exceptions to the Bell-to-Bell Policy

There are specific circumstances when a student may require use of an internet-enabled device.

Students may be permitted to use an internet-enabled device on school grounds during the school day in the following circumstances:

1. To fulfill accommodations provided in a student's individualized education program (IEP);
2. To support the implementation of a 504 Plan;
3. To implement a student health plan established to monitor or address a student's health condition (upon submission by a parent or guardian of documentation from a healthcare professional indicating that the use of an internet-enabled device is necessary for the health or well-being of the student);
4. For translation services;
5. For a student caregiver who is routinely responsible for the care or well-being of a family member;
6. When no reasonable alternative to the use of the internet-enabled device for a specific purpose exists, for instance, where there is no other reasonable alternative for a student who needs to use an internet-enabled device for instructional purposes, with proper authorization
7. When required by law; and
8. In the event of an emergency.

The superintendent will ensure that families are informed of their right to request an internet-enabled device-related accommodation which must include approval by the school principal and/or superintendent or their designee. School teams must base such accommodation determinations on documented medical,

CONDUCT/DISCIPLINE (continued)

developmental, or other health needs and review them on a regular basis. School nurses, case managers, and IEP/504 coordinators should be involved in planning for and implementing student use of internet-enabled devices. Staff responsible for implementation should have ready access to documentation of the accommodation and should ensure their enforcement strategies minimize disruption.

Emergency Response Protocols

While limiting the use of internet-enabled devices during the school day supports academic focus, the district must account for the realities of crises in a manner that supports school-wide safety plans and coordinated emergency response.

The board directs the superintendent to ensure that district and school-wide safety plans address the use and/ or non-use of internet-enabled devices by students in the event of emergencies, such as a school lockdown, evacuation, or natural disaster, or other events. As part of these plans, the superintendent will ensure that protocols are developed providing developmentally appropriate guidance on when and how internet-enabled devices may be used, if at all, during emergencies.

In the event of an unplanned emergency closure that prevents students from retrieving internet-enabled devices that are stored in accordance with policy, the superintendent will work with principals and other school leaders to:

1. Develop and communicate clear, centralized protocol(s) for retrieving stored internet-enabled devices safely and efficiently once the school building is accessible.
2. Consider designating specific pick-up windows and a secure location (e.g., main office, security desk) for internet-enabled device return, ideally with staff oversight and sign-out procedures.
3. Communicate retrieval procedures through multiple channels, including robocalls, email and school websites.

Staff will be trained to recognize that emergency scenarios may trigger strong student impulses to communicate with family or access information, and to respond in a supportive, safety-informed manner. For family emergencies or non-emergency situations where a parent/guardian must reach a student, families should contact the school's main office directly rather than reaching out to students directly during the school day. Staff will then follow school notification procedures to ensure the student receives the information in a timely and appropriate manner.

Disciplinary Response

The superintendent will incorporate violations of this internet-enabled device policy into the code of student conduct. Disciplinary responses for using internet-enabled devices should further support student engagement. Families and caregivers will be engaged early and constructively, using policy violations as opportunities to strengthen communication and alignment between home and school expectations.

The board of education, through its superintendent, should regularly review discipline data and implementation practices to determine whether responses are achieving their intended outcomes, including: improved student engagement, reduced disruptions, and promoting a positive school climate.

Communication and Dissemination of this Policy

The superintendent will establish a clear communication protocol that ensures students, families, and staff are aware of this policy and understand how it applies to them. Key elements of this protocol will include:

1. The purpose and rationale of the policy.
2. Explaining what is prohibited and permitted by this policy, including any necessary accommodations.
3. Including information about how they will enforce the policy, including consequences for violations, and how staff will address concerns or disputes.

CONDUCT/DISCIPLINE (continued)

Additionally, the superintendent will:

1. Provide translated versions of this policy and related materials.
2. Utilize visuals, infographics, and frequently asked questions.
3. Offer opportunities for families and students to ask questions and provide feedback during information sessions, parent-teacher conferences, or through digital forms.
4. Implement a process where families and students must annually acknowledge receipt of the internet-enabled device policy.

Policy and Procedure Development, Review and Dissemination

The standards and procedures developed to implement this policy shall be aligned with the board approved code of student conduct and accepted board approved core ethical values. Policies, standards and procedures shall be based on parent, student and community involvement which represents, where possible, the composition of the schools and community, in accordance with N.J.A.C. 6A:16-7.1.

This policy shall be reviewed annually and updated along with the code of student conduct. This process shall include:

- A. Parent, student and community involvement which represents, where possible, the composition of the schools and community;
- B. Consideration of the findings of the annual reports of student conduct, suspensions and expulsions; and incidences reported under the Student Safety Data System (SSDS).

Implementation

The superintendent shall ensure that the rules for this policy are applied consistently with the district's code of student conduct (N.J.A.C. 6A:16-7) and all applicable laws and regulations and that all disciplinary sanctions are carried out with necessary due process.

The board shall review and update the code of student conduct annually. The code of student conduct shall be disseminated annually to all school staff, students and parents/guardians.

The chief school administrator shall report as required by law to the New Jersey Department of Education on student conduct, including all student suspension and expulsion and incidences reported under the Student Safety Data System (SSDS).

Employees shall receive annual training on the code of student conduct, including training on the prevention, intervention, and remediation of student conduct that violates the code of student conduct. Information on the code of student conduct shall be incorporated into the orientation for new employees.

Adopted:	December 21, 1978
Revised:	August 20, 2003; September 20, 2007; February 16, 2017, May 17, 2018; September 24, 2020; March 10, 2022: May 19, 2022, August 27, 2026 January 6, 2026
NJSBA Review/Update:	December 2011
Readopted:	August 21, 2014; May 17, 2018; March 10, 2022, May 19, 2022, August 27, 2026

Key Words

Conduct, Discipline, Student Conduct, Weapons, Vandalism, Harassment, Intimidation, Bully, Bullying,

Legal References: N.J.S.A. 2A:4A-60 et al. Disclosure of juvenile information; penalties for disclosure

CONDUCT/DISCIPLINE (continued)

<u>N.J.S.A.</u> 2C:12-1	Definition of assault
<u>N.J.S.A.</u> 2C:33-19	Paging devices, possession by students
<u>N.J.S.A.</u> 2C:39-5	Unlawful possession of weapons
<u>N.J.S.A.</u> 18A:6-1	Corporal punishment of students
<u>N.J.S.A.</u> 18A:11-1	General mandatory powers and duties
<u>N.J.S.A.</u> 18A:25-2	Authority over students
<u>N.J.S.A.</u> 18A:36-19a	Newly enrolled students; records and identification
<u>N.J.S.A.</u> 18A:37-1 <u>et seq.</u>	Discipline of Students
<u>See particularly:</u>	
<u>N.J.S.A.</u> 18A:37-13.2, -14	
<u>N.J.S.A.</u> 18A:37-15 <u>et seq.</u>	
<u>N.J.S.A.</u> 18A:40A-1 <u>et seq.</u>	Substance Abuse
<u>N.J.S.A.</u> 18A:54-20	Powers of board (county vocational schools)
<u>N.J.A.C.</u> 6A:14-2.8	Discipline/suspension/expulsions
<u>N.J.A.C.</u> 6A:16-1.1 <u>et seq.</u>	Programs to Support Student Development
<u>See particularly:</u>	
<u>N.J.A.C.</u> 6A:16-1.4, -2.4	
-4.1, -5.1, -5.4, -5.6, -5.7, -6.1, -6.2,	
-7.1 through -7.5	

20 U.S.C.A. 1415(k) Individual with Disabilities Education Act Amendments of 1997

Bethel School District No. 403, v. Fraser, 478 U.S. 675 (1986)

Hazelwood v. Kuhlmeier 484 U.S. 260 (1988)

Honig v. Doe, 484 U.S. 305 (1988)

See also Commissioners' Decisions indexed under "Students – Punishment of" in Index to N.J. School Law Decisions

Every Student Succeeds Act of 2015, Pub.L. 114-95, 20 U.S.C.A. 6301 et seq

L.W. v. Toms River Regional Schools Board of Education, N.J., No. A-111-05 (Feb. 22, 2007), 2007 N.J. LEXIS 184. The New Jersey Supreme Court ruled that a school district may be held liable under the New Jersey Law Against Discrimination (LAD), N.J.S.A. 10:5-1 to -49, when students harass another student because of his perceived sexual orientation. A district school will be liable for such harassment if it knew or should have known of the harassment but failed to take reasonable remedial actions. The matter was remanded to the Director of the Division on Civil Rights.

A Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials

CONDUCT/DISCIPLINE (continued)**Possible**

<u>Cross References:</u>	*1220	<u>Ad hoc</u> advisory committees
	*1410	Local units
	3517	Security
	*3541.33	Transportation safety
	*4131/4131.1	Staff development; inservice education/visitation conferences
	4138/4238	Employee protection
	*4231/4231.1	Staff development; inservice education/visitation conferences
	5000	Concepts and roles in student personnel
	5010	Personal goals and objectives for students
	*5020	Role of parents/guardians
	*5113	Absences and excuses
	*5114	Suspension and expulsion
	*5124	Reporting to parents/guardians
	*5127	Commencement activities
	*5131.5	Vandalism/violence
	*5131.6	Drugs, alcohol, tobacco (substance abuse)
	*5131.7	Weapons and dangerous instruments
	5132	Dress and grooming
	5145	Rights
	5145.2	Freedom of speech/expression
	*5145.4	Equal educational opportunity
	*5145.6	Student grievance procedure
	*5145.11	Questioning and apprehension
	*5145.12	Search and seizure
	*6145	Extracurricular activities
	*6164.4	Child study team
	*6171.4	Special education
	*6172	Alternative educational programs

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

GENDER IDENTITY AND EXPRESSION

The board of education believes that a school culture that supports student achievement, respects the values of all students and fosters understanding of gender identity and expression within the school community is a safe learning environment. New Jersey law and district policy require that all programs, activities, and employment practices be free from discrimination based on sex, sexual orientation, gender identity or gender expression. Therefore, in keeping with these mandates the board is committed to creating a safe learning environment for all students and to ensuring that every student has equal access to all school programs and activities.

The board believes that fostering this understanding successfully requires cooperation and good communication between the parents/guardians, school administration, school staff and the school community. The chief school administrator shall ensure that students with gender identity or expression concerns and their parents/guardians shall be given the opportunity to discuss these issues and participate in the educational planning and programing for their student. The chief school administrator may consult the experiences and expertise of qualified school staff as well as external resources where appropriate.

To proactively plan for a safe learning environment free of discrimination and harassment, students and parents/guardians of students with gender identity and expression concerns are encouraged to alert the school district and schedule a meeting with the chief school administrator. Upon request, the chief school administrator shall schedule a meeting with the parent/guardian and the student for the purpose of evaluating the needs of the student and planning any accommodations that may be considered to facilitate a respectful and comfortable school program that supports the student's achievement.

Definitions:

- A. "Gender identity" is a person's internal, deeply held sense of gender. All people have a gender identity, not just transgender people. For transgender people, the individual's internal gender identity is not the same as the gender assigned at birth.
- B. "Transgender" is a term which describes an individual whose gender identity and/or gender expression differs from those typically associated with the sex and gender assigned at birth.
- C. "Gender expression" means external manifestations of gender, expressed through a person's name, pronouns, clothing, haircut, behavior, voice, and/or body characteristics. Society identifies these cues as masculine and feminine, although what is considered masculine or feminine changes over time and varies by culture.
- D. "Assigned sex at birth (ASAB)" refers to the biological sex designation recorded on a person's birth certificate upon the initial issuance of that certificate, should such a record be provided at birth.
- E. "Gender assigned at birth" refers to the gender a child is assigned at birth or assumed to be, based on their biological sex assigned at birth.
- F. "Sexual orientation" describes a person's enduring physical, romantic, and/or emotional attraction to another person. Gender identity and sexual orientation are not the same. A transgender person may be straight, lesbian, gay, bisexual, or asexual. For example, a person who transitions from male to female and is attracted solely to men may identify as a straight woman.
- G. "Gender non-conforming" describes a person whose gender expression does not conform to the gender expectations of their family or community. Gender nonconformity is not necessarily an indication that a youth is transgender; many non-transgender youth do not conform to stereotypical expectations.

GENDER IDENTITY OR EXPRESSION (continued)

- H. "Transition" is the process by which a transgender person recognizes that their authentic gender identity is not the same as the gender assigned at birth, and develops a more affirming gender expression that feels authentic. Some individuals socially transition, for example, through dress, use of names and/or pronouns. Some individuals may undergo a physical transition, which might include hormone treatments and surgery. School district personnel should avoid the phrase "sex change," as it is an inaccurate description of the transition process; the process is more accurately described as "gender-confirming."
- I. "LGBTQ" is an acronym for "lesbian, gay, bisexual, transgender, and queer/questioning."
- J. "Gender expansive/gender diverse/gender fluid/gender non-binary/agender/gender queer" are terms that convey a wider, more flexible range of gender identity and/or expression than typically associated with the binary gender system. For example, students who identify as gender queer or gender fluid might not identify as boys or girls; for these students, the non-binary gender identity functions as the student's gender identity.
- K. "Cisgender" refers to individuals whose gender identity, expression, or behavior conforms with those typically associated with their sex assigned at birth.

Harassment, Intimidation and Bullying

The board shall make every effort to maintain a safe and supportive learning and educational environment that is free from harassment, intimidation, and/or bullying and free from discrimination on account of actual or perceived race, color, national origin, ancestry, age, sex, affectional or sexual orientation, gender identity or expression, marital status, domestic partnership status, nationality, atypical hereditary cellular or blood trait of any individual, genetic information, or refusal to submit to a genetic test or make the results of a genetic test known, disabilities, social or economic status, pregnancy, childbirth, pregnancy-related disabilities, actual or potential parenthood, family status or other distinguishing characteristic.

Complaints alleging discrimination shall be reported to the school affirmative action officer according to board policies (2224, 4111.1/4211.1 and 6121 Nondiscrimination/Affirmative Action).

Any student experiencing or observing harassment, intimidation and bullying is encouraged to report the incident to a member of school staff. Any staff member observing or receiving a report of harassment, intimidation or bullying shall report the incident to the principal the same day the incident is observed or the report received according to board policy 5131.1 Harassment, Intimidation and Bullying. All reported incidents of discrimination, harassment, intimidation, and bullying shall be promptly investigated and resolved according to law and board policy.

During a harassment, intimidation, or bullying investigation the district is obligated to implement procedures, pursuant to law (N.J.A.C. 6A:16-7.7(a)2viii) to report, verbally and in writing, an act of harassment, intimidation, and bullying (HIB) committed by an adult or youth against a student. The anti-bullying specialist shall inform the student of the school's obligation to report the findings of the HIB investigation pursuant to law (N.J.S.A. 18A:37-15(d)) and board policy 5131.1 Harassment, Intimidation and Bullying. In accordance with law and board policy, the parents or guardians of the students who are parties to the investigation are permitted to receive information about the investigation limited to the nature of the investigation, whether the district found evidence of harassment, intimidation, or bullying, or whether disciplinary action was imposed or services provided to address the incident of harassment, intimidation, or bullying.

The anti-bullying specialist shall take into account the circumstances of the incident when providing notification to parents or guardians of all students involved in the reported harassment, intimidation, or bullying incident and when conveying the nature of the incident, including the actual or perceived protected category motivating the alleged offense, pursuant to law (N.J.A.C. 6A:16-7.7(a)2viii(2)).

Confidentiality and Privacy

School personnel may not disclose information that may reveal a student's transgender or gender non-conforming status, except as allowed by law. Under the Family Education Rights and Privacy Act (FERPA), only those school employees with a legitimate educational need may have access to a student's records or the information contained within those records. Disclosing confidential student information to other employees,

GENDER IDENTITY OR EXPRESSION (continued)

students, parents, or other third parties may violate privacy laws, including but not limited to FERPA. Transgender students have the ability, as do all students, to discuss and express their gender identity and expression openly and decide when, with whom, and how much of their private information to share with others. The school counselor shall work with the student to create an appropriate confidentiality plan regarding the student's transgender or transitioning status.

The board shall not be responsible for the disclosure of information that may reveal a student's transgender or gender non-conforming status made by community members or any other party that are not under the employment or direction of the board. The board directs the counseling staff to address the limitations of confidentiality with the student as it pertains to community members and other parties that are not under the employment or direction of the board.

Due to a specific and compelling need, such as the health and safety of a student or an incident of bias-related crime, a school district may be obligated to disclose a student's status. The school district should inform the student that the school intends to disclose the student's transgender status for the student's protection and well-being. Prior to disclosure, the student should be given the opportunity to personally disclose that information. School districts should make every effort to ensure that any disclosure is made in a way that reduces or eliminates the risk of re-disclosure and protects the transgender student from further harassment. Those measures may include the facilitation of counseling for the student and the student's family to facilitate the family's acceptance and support of the student's transgender status.

School personnel shall keep confidential a current, new, or prospective student's transgender status. When a student uses a chosen name, the student's birth name shall be kept confidential by school and district staff.

Students who do not want their parents/guardians to know about their transgender status shall be addressed on a case-by-case basis. In some cases, notifying parents/guardians carries risks for the student, such as being kicked out of the home. Prior to notification of any parent or guardian regarding the transition process, school staff should work closely with the student to assess the degree to which, if any, the parents/guardians will be involved in the process and must consider the health, well-being, and safety of the transitioning student. The school counselor shall balance the rights of the student needing support and the requirement that parents/guardians be kept informed about their child. In accordance with law, parents/guardians and/or the appropriate local officials shall be informed when there is any suspicion of injury or harm to the student or other students.

Coordination of School Accommodations

In planning appropriate accommodations for a student who is transitioning, the chief school administrator, parents/guardians and the student and other qualified staff or consultants as necessary shall meet to discuss actions that the district and school personnel may take to create safe learning environment, including:

A. Names/Pronouns

School staff shall be directed to address the student by the name and pronoun corresponding to their gender identity that is consistently asserted at school. Students are not required to obtain a court ordered name and/or gender change or to change their pupil personnel records as a prerequisite to being addressed by the name and pronoun that corresponds to their gender identity. To the extent possible and consistent with these guidelines, school personnel shall make efforts to maintain the confidentiality of the student's transgender status.

School documentation such as student IDs shall be issued in the name that reflects a student's gender identity that is consistently asserted at school.

B. Sports and Physical Education

Transgender students shall be provided the same opportunities to participate in physical education as are all other students. Generally, students may be permitted to participate in physical education and sports in accordance with the student's gender identity that is consistently asserted at school. Participation in competitive interscholastic athletic activities will be resolved on a case-by-case basis and according to the

GENDER IDENTITY OR EXPRESSION (continued)

standards established by the New Jersey State Interscholastic Athletic Association (NJSIAA).

C. Restroom and Locker Room Accessibility

The district aims to support transgender students while also ensuring the safety and comfort of all students. The chief school administrator together with the parents/guardians, student and other qualified staff or consultants shall evaluate options for the use of restrooms and locker rooms by the transgender students and consider the following factors, including, but not limited to:

1. The transgender student's preference;
2. Protecting student privacy;
3. Maximizing social integration of the transgender student;
4. Minimizing stigmatization of the student;
5. Ensuring equal opportunity to participate;
6. The student's age; and
7. Protecting the safety of the students involved.

Generally students may have access to the restroom or locker room that corresponds to the gender identity or expression that they consistently assert at school and no student shall be forced to accept an accommodation with which he/she disagrees. A transgender or transitioning student who expresses a need or desire for increased privacy may be provided with reasonable alternative arrangements. Reasonable alternative arrangements may include the use of a private area, or a separate changing schedule, or use of a single stall, gender neutral restroom. Any alternative arrangement shall be provided to the extent possible in a way that protects the student's ability to keep his or her transgender status confidential.

A transgender student should not be required to use a locker room or restroom that conflicts with the student's gender identity or expression consistently asserted at school.

D. Gender Segregation in Other Areas

As a general rule, in any other circumstances where students are separated by gender in school activities (i.e. overnight field trips), students may be permitted to participate in accordance with the gender identity or expression consistently asserted at school. Activities that may involve the need for accommodations to address student privacy concerns will be addressed on a case-by-case basis considering the factors set forth above.

E. Dress Code

Students have the right to dress in accordance with their gender identity or expression that is consistently asserted at school, within the constraints of the school policy for student dress (5132 Student Dress). School staff shall not enforce a school's dress code more strictly against transgender and gender nonconforming students than other students.

F. Privacy

The chief school administrator and/or his or her designees are expected to work closely with the student and his or her parents/guardians in formulating an appropriate plan regarding the confidentiality of the student's transgender or transitioning status that works for both the student and the school. Privacy considerations may also vary with the age of the student.

Where the transgender or transitioning student feels more supported and safe when other students are aware that they are transgender or transitioning, school staff shall be given guidance and training appropriate for facilitating a respectful school climate. School personnel may be directed to work closely with the student, parents/guardians, other family members and other staff members on a plan to inform and educate the student's peers. It may also be appropriate to engage external resources to assist with educational efforts.

GENDER IDENTITY OR EXPRESSION (continued)Resources for Transgender or Transitioning Students

If a school staff member observes that a gender identity issue is creating challenges for a student at school or if a student indicates an intention to transition, the staff member shall alert the school counselor and encourage the student to meet with the school counselor if appropriate. School staff shall make every effort to support the student and encourage the support and respect of student peers and staff during school.

When a student indicates an intention to transition, the school counselor, as appropriate, shall offer assistance and provide the student, and/or their parents/guardians as appropriate, with information, resources and referral services regarding the issues associated with gender identity and expression and/or formal gender transition. The school counselor shall also provide information regarding gender transition planning at school. The counselor shall coordinate the measures planned and taken at school for supporting the student and creating a sensitive supportive environment at school. These measures may include:

- A. Making resources available to parents/guardians who have additional questions or concerns;
- B. Developing age-appropriate lessons for students about gender diversity and acceptance: and
- C. Staff training regarding vigilance to prevent possible harassment, intimidation and bullying issues that may arise for transgender or transitioning students.

Reports of harassment, intimidation and bullying shall be promptly investigated and resolved according to board policy 5131.1 Harassment, Intimidation and Bullying.

Official Records

When a student has expressed a preference to be called by a name other than their birth name, the permanent student records containing the student's birth name shall be kept in a separate, confidential file. This file shall only be shared with appropriate school staff after consultation with a student. A separate file containing records bearing the student's chosen name may also be kept.

If the student has previously been known at school or in school records by a birth name, the principal shall direct school personnel to use the student's chosen name and not the student's birth name. To ensure consistency among teachers, school administrators, substitute teachers and other staff, every effort shall be made to immediately update student education records (for example, attendance records, transcripts, individualized education programs, etc.) with the student's chosen name and gender pronouns, consistent with the student's gender identity and expression, and not circulate records with the student's birth name, unless directed by the student:

- A. The district shall report to the New Jersey Department of Education through NLSLEDS a student's name or gender based upon that student's chosen name and corresponding gender identity. Changing the name or gender identity from what was reported in previous years will not affect the reliability of the data reported;
- B. If a district changes a student's name or gender identity, it must also maintain locally a separate record reflecting the student's legal name and sex assigned at birth until receipt of documentation of a legal change of name or gender.

The separate record reflecting the student's legal name and sex assigned at birth may be changed to reflect a change in legal name or gender only upon receipt of documentation that such legal name and/or gender have been changed pursuant to applicable law. The following documentation may be provided:

- A. A court order or birth certificate demonstrating the student's new name;
- B. For a legal change of gender, the student must provide a birth certificate indicating the student's legal gender, or a valid passport indicating the student's legal gender.

Adopted: January 17, 2019

Revised: August 27, 2026

GENDER IDENTITY OR EXPRESSION (continued)

NJSBA Review/Update:

Readopted: August 27, 2026

Key Words

Gender Identity, Transgender, Gender Expression, Gender Non-conforming

<u>Legal References:</u>	<u>N.J.S.A.</u> 2C:16-1	Bias intimidation
	<u>N.J.S.A.</u> 2C:33-4	Harassment
	<u>N.J.S.A.</u> 10:5-1 <u>et seq.</u>	Law Against Discrimination
	<u>N.J.S.A.</u> 18A:6-5	Inquiry as to religion and religious tests prohibited
	<u>N.J.S.A.</u> 18A:6-6	No sex discrimination
	<u>N.J.S.A.</u> 18A:26-1	Citizenship of teachers, etc.
	<u>N.J.S.A.</u> 18A:26-1.1	Residence requirements prohibited
	<u>N.J.S.A.</u> 18A:29-2	Equality of compensation for male and female teachers
	<u>N.J.S.A.</u> 18A:37-14	Harassment, intimidation, and bullying defined;
	through -19	definitions
	<u>N.J.S.A.</u> 18A:36-20	Discrimination; prohibition
	<u>N.J.S.A.</u> 18A:36-41	Development, distribution of guidelines concerning transgender students
	<u>N.J.A.C.</u> 6A:7-1.1 <u>et seq.</u>	Managing for Equality and Equity in Education
	<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts
	<u>N.J.A.C.</u> 6A:32-12.1	Reporting requirements
	<u>N.J.A.C.</u> 6A:32-14.1	Review of mandated programs and services

Executive Order 11246 as amended

29 U.S.C.A. 201 - Equal Pay Act of 1963 as amended20 U.S.C.A. 1681 - Title IX of the Education Amendments of 197242 U.S.C.A. 2000e et seq. - Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunities Act of 1972

Comprehensive Equity Plan, New Jersey Department of Education

Doe v. Regional School Unit 26, No. 12-582 (Me. Jan. 30, 2014)

New Jersey Department of Education, Transgender Student Guidance for School Districts, September 2018.

<https://www.nj.gov/education/safety/sandp/climate/docs/Guidance.pdf>NJSIAA, Constitution, Bylaws, Rules and Regulations, Transgender Policy (pg. 75), <http://www.njsiaa.org/resources/njsiaa-handbook>**Memo to Local Educational Agency Leads Announcing the Launch of NJSLEDS Statewide, September 2, 2025**

GENDER IDENTITY OR EXPRESSION (continued)**Possible**

<u>Cross References:</u>	*2224	Nondiscrimination/affirmative action
	*4111	Recruitment, selection and hiring
	*4111.1	Nondiscrimination/affirmative action
	*4131/4131.1	Staff development; inservice education/visitations/conferences
	*4211.1	Nondiscrimination/affirmative action
	*4231/4231.1	Staff development; inservice education/visitations/conferences
	*5131	Conduct/discipline
	*5131.1	Harassment, intimidation and bullying
	*5145.4	Equal educational opportunity
	*6121	Nondiscrimination/affirmative action
	*6145	Extracurricular activities

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

The following Department of Education link provides support to transgender individuals:
[Resources to Support LGBTQIA+ Youth](#)

USE OF ARTIFICIAL INTELLIGENCE – AI

The Woodbridge Township Board of Education acknowledges that Artificial Intelligence (AI) technology, including but not limited to generative AI, serves as a valuable resource for enhancing educational opportunities, improving district operations, and equipping students with essential skills for a future that requires adaptability, critical thinking, and digital literacy. When integrated and used responsibly, AI contributes to dynamic and engaging work and learning environments.

While AI technology may help automate tasks, improve decision-making, and/or perform complex tasks, it can also present challenges relating to accuracy, reliability, privacy, information security and data protection. The board's intent in adopting this policy is to ensure that AI technology is not used as a substitute for learning. As such, this policy provides guidelines for board, staff, and student use of AI technology in a secure, responsible, and confidential manner that aligns with the district's values, adheres to applicable legal and/or regulatory standards, and promotes the safety and well-being of the school community.

Guidelines for Use - General

- A. The chief school administrator shall ensure the development of a district AI Plan and designate a district AI Team.
 1. The district AI Plan shall include additional guidelines and information necessary and appropriate to ensure that AI technology is used in a legal, ethical, and responsible manner. The plan may also be used to address the changing landscape of AI technology and related circumstances.
 2. The district AI Team shall identify AI technology and uses that align with the philosophy set by the board above and meet the guidelines for AI technology use in the district as set forth in this policy. The district AI Team will maintain a list of approved AI technology systems and shall make the list available to students and staff annually.
 3. Review/approval of AI technology use by the district AI Team should consider factors including, but not limited to, whether such AI technology:
 - a. has a privacy setting where data resharing can be limited or blocked;
 - b. meets current student data privacy standards;
 - c. can be offered/accessed in an equitable manner by students and/or staff;
 - d. has any inherit bias, and if so, whether such bias can be minimized or eliminated;
 - e. has safeguards in place to confirm that accurate and factually correct information are provided; and
 - f. conforms with all use criteria as set forth in this policy and/or the district AI Plan.
- B. All AI technology users shall ensure that the specific AI technology being used has been reviewed and approved by the district AI Team in accordance with this policy and any applicable district AI Plan.
- C. AI technology users are prohibited from:
 1. Using AI technology to access, create, or display harmful or inappropriate matter that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others.
 2. Sharing confidential information, or personally identifiable information with AI technology regarding another student, staff member, or other person. AI information should not be shared with the intent to threaten, intimidate, harass, or ridicule another person. Personally identifiable

information includes, but is not limited to, a person's name, address, email address, telephone number, social security number, physical or facial "likeness", or other information that can potentially be used to identify the subject of the disclosure.

3. Using AI technology in any way that violates the Family Educational Rights and Privacy Act (FERPA), and the Children's Online Privacy Protection Act (COPPA), and any other applicable state or federal laws or regulations.
 4. Whenever a user is found to have violated district policy, the principal or designee may implement appropriate discipline or remediation. Improper use of AI technology may also result in civil, administrative, or criminal action in accordance with applicable laws.
- D. The chief school administrator or designee will ensure parents/guardians are informed of AI technology use within the curriculum.

Guidelines for Use – Staff

- A. Staff shall receive professional development/training on the use of AI technology in the classroom. Staff will be trained on AI technology as it relates to the following:
1. ethical professional use;
 2. capabilities and limitations;
 3. critical analysis of content produced;
 4. how to monitor and evaluate student inputs into AI technology;
 5. parameters established by the district for integrating AI technology into classroom/instructional design;
 6. confidentiality; and
 7. other content as deemed appropriate by the chief school administrator or designee.
- B. As appropriate, the board shall provide ongoing professional development opportunities to effectively support staff in integrating AI technology into instructional practices and planning.
- C. Teaching staff shall clarify whether students are prohibited from using AI on assignment(s) and will guide and monitor student use of AI, educating students about the responsible and ethical use of AI technology, its limitations and potential biases.
- D. Beyond formal professional development opportunities, the board encourages staff to explore available AI technology as it relates to the development of lesson plan ideas, creating templates or assessments, and to generate ideas for the customization of student learning. AI technology tools and resources shall be used in accordance with applicable state and federal laws, regulations and board policy.]
- E. The board permits the use of AI detection tools as an aid to identify potential academic integrity issues, but prohibits reliance on results from AI detection tools as the sole determination of academic integrity.]

Guidelines for Use – Students

- A. Building principal(s) shall ensure that student users of AI technology receive instruction and/or guidance on the following:
1. expectations regarding appropriate use of AI technology;
 2. the capabilities and limitations of AI technology;
 3. critical analysis of content produced by AI technology;
 4. how to disclose, use, and cite AI technology resources;
 5. the importance of not disclosing personally identifiable information when using AI technology;

- B. Student use of AI technology in the classroom or on class assignments shall align with individual teaching staff instructions and use expectations.
- C. The board emphasizes the importance of academic integrity when using AI technology. Student users are expected to use AI technology, when permitted by teaching staff, as a supplemental aid for brainstorming, clarifying concepts, and improving understanding. Any AI-generated content should be properly cited, and students should be transparent about their use of AI technology in academic work.
- D. Violation(s) of these guidelines may result in discipline in accordance with the district's student code of conduct.

This policy may be reviewed annually to ensure it is properly aligned to changing educational practices, advancements in AI technology, and/or changes in applicable laws and regulations.

Feedback from teachers, students, parents, and other stakeholders may be collected to inform ongoing improvements and adjustments to this policy and/or the AI Plan.

Adopted: August 27, 2026

Legal References:

Internet Safety, Children's Internet Protection Act (CIPA – Federal) –
47 U.S.C. Sec. 254

Children's Internet Protection Act Certifications - Title 47, Code of Federal Regulations – 47 CFR
Sec. 54.520

Children's Online Privacy Protection Act (COPPA) – 15 U.S.C. Sec. 6501 et seq.

U.S. Copyright Law – 17 U.S.C. Sec. 101 et seq.

Sexual Exploitation and Other Abuse of Children – 18 U.S.C. Sec. 2256

Family Educational Rights and Privacy Act (FERPA) – 20 U.S.C. 1232g

Family Educational Rights and Privacy Act (FERPA) Regulations – Title 34, Code of Federal
Regulation - 34 CFR Part 99

Individuals with Disabilities Education Act (IDEA) – 20 U.S.C. Sec. 1400 et seq.

Individuals with Disabilities Education Act (IDEA) Regulations – Title 34, Code of Federal
Regulations - 34 CFR Part 300

Enhancing Education Through Technology Act – 20 U.S.C. Sec. 7131

Section 504 of the Rehabilitation Act – 29 U.S.C. Sec. 794

Americans With Disabilities Act – 42 U.S.C. Sec. 12101 et seq.

Nondiscrimination on the Basis of Disability in State and Local Government Services – Title 28,
Code of Federal Regulations, 28 CFR Part 35

Nondiscrimination on the Basis of Public Accommodations and in Commercial Facilities – Title 28,

Code of Federal Regulations, 28 CFR Part 36

Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance – Title 34, Code of Federal Regulations – 34 CFR Part 104

New Jersey Department of Education Guidance on AI, available at

<https://www.nj.gov/education/innovation/ai/index.shtml>

<u>N.J.S.A.</u> 10:5-1, et seq.	New Jersey Law Against Discrimination
<u>N.J.S.A.</u> 18A:37-13, et seq.	Anti-Bullying Bill of Rights Act
<u>N.J.S.A.</u> 2C:33-4.1	New Jersey Law Against Cyber Harassment
<u>N.J.S.A.</u> 18A:36-35	Disclosure of certain student information on Internet prohibited without parental consent
<u>N.J.S.A.</u> 18A:36-40	Written policy concerning electronic communications between school employees and students
<u>N.J.S.A.</u> 18A:6-128	Ongoing professional development; corrective action plan
<u>N.J.S.A.</u> 18A:6-130 et seq.	Professional development
<u>N.J.S.A.</u> 18A:40A-3	Initial in-service training programs; curriculum;
<u>N.J.S.A.</u> 2A:38A-1 et seq.	Actions for computer related offenses
<u>N.J.S.A.</u> 2C:20-25	Computer criminal activity; degree of crime;
<u>N.J.S.A.</u> 18A:7A-10 et seq.	New Jersey Quality Single Accountability Continuum for evaluating school performance
<u>N.J.S.A.</u> 18A:36-35	School Internet websites; disclosure of certain student information prohibited
<u>N.J.S.A.</u> 18A:36-39	Notification by school to certain persons using certain electronic devices; fine
<u>N.J.A.C.</u> 6A:7-1.6	Professional development
<u>N.J.A.C.</u> 6A:9C-1.1 et seq. See particularly: <u>N.J.A.C.</u> 6A:9C-4.1 through -4.4	Required professional development for teachers
<u>N.J.A.C.</u> 6A:10-2.4	Evaluation procedures for all teaching staff
<u>N.J.A.C.</u> 6A:10-2.5	Corrective action plans for all teaching staff
<u>N.J.A.C.</u> 6A:10-4.1 et seq.	Components of teacher evaluation
<u>N.J.A.C.</u> 6A:16-7.7	Harassment, Intimidation and Bullying
<u>N.J.A.C.</u> 6A:30-1.1 et seq.	Evaluation of the Performance of School Districts

Cross References:

*1111	District publications
*3514	Equipment
*3516	Safety
3543	Office services
*3570	District records and reports
*4131/4131.1	Staff development; in-service education
4118.2/4218.2	Freedom of speech (staff)
*5114	Suspension and expulsion
*5124	Reporting to parents/guardians
*5125	Student records
*5131	Conduct/discipline
*5131.1	Harassment, intimidation and bullying
*5131.5	Vandalism/violence
*5142	Pupil safety
5145.2	Freedom of speech/expression (students)
*6142.10	Internet safety and technology
*6144	Controversial issues
*6145.3	Publications
6161	Equipment, books and materials

Key Words

Academic integrity, AI, technology, privacy, data protection, digital citizenship, code of conduct, training, inservice

WOODBRIIDGE BOARD OF EDUCATION
Woodbridge, New Jersey

FILE CODE: 6171.4

<u>X</u>	Monitored
<u>X</u>	Mandated
<u>X</u>	Other Reasons

Policy

SPECIAL EDUCATION

In compliance with State Department of Education interpretation of the administrative code on special education, the board adopts the following policies on providing educational and related services to students identified as having educationally disabling conditions as defined in federal and state law.

Full Educational Opportunity for Students with Disabilities

The board of education is responsible for providing a free and appropriate public education for all children resident in the district including children ages three through 21 identified as having disabilities and students with disabilities who have been suspended or expelled. All reasonable efforts will be made to resolve an enrolled child's learning and adjustment difficulties prior to his/her referral to the child study team for screening and/or evaluation. When a student is found eligible for special education and related services and the board of education cannot provide required instruction and related services from its own resources and facilities, the board will seek appropriate placement outside the district, and will assume such costs of that placement as are required by law.

The board shall ensure that:

- A. Free, appropriate public education is made available to each eligible student begins no later than the student's third birthday and that an individualized education program is in effect for the student by that date;
- B. If a child's third birthday occurs during the summer, the child's IEP team shall determine the date when services under the IEP will begin;
- C. A free, appropriate public education is available to any student with a disability who needs special education and related services, even though the student is advancing from grade to grade;
- D. The services and placement to receive a free and appropriate education needed by each student with a disability are based on the student's unique needs and not on the student's disability; and
- E. The services and placement needed by each student with a disability are provided in appropriate educational settings as close to the student's home as possible, and, when the IEP does not describe specific restrictions, the student is educated in the school he or she would attend if not a student with a disability.

The goal of the board's special education program is to provide full educational opportunity to all resident students ages three through 21 with disabilities, as those terms are defined in federal and state law. The board will make available to parents/guardians of students with disabilities below the age of three information regarding services available through other state, county and local agencies.

The superintendent shall ensure that the district's special education programs comply with the law in every respect, including fiscal regulations and reports.

The superintendent shall also ensure that the district plan for special education is in compliance with administrative code and the approved state plan for special education, according to N.J.A.C. 6A:14-4.1 which sets for the requirements for programs and instruction. This plan shall consist of policies, procedures, assurances, a comprehensive system of personnel development, data collection and an application that describes the use of IDEA Part B funds.

The superintendent shall ensure that the plan is implemented in this district and shall supervise its operation so that it will accomplish its stated goals and objectives.

SPECIAL EDUCATION (continued)Participation of and Consultation with the Parents/Guardians

In order to achieve the district's goal of providing full educational opportunity to all students with disabilities in accordance with the administrative code, parent/guardian participation shall be sought in every successive stage of the special education decisional process, pursuant to N.J.A.C. 6A:14-2.3 and 2.4. All notifications shall be made and all necessary conferences conducted in the language used for communication by the parent/guardian and the student unless it is not feasible to do so, in which case the provisions of administrative code shall be followed (see section below: Parental Consent, Notice, Participation, and Meetings). After parental consent for initial evaluation of a preschool age or school age student has been received, the evaluation, determination of eligibility for services, and, if eligible, development and implementation of the IEP for the student shall be completed within 90 calendar days.

Surrogate Parent (N.J.A.C. 6A:14-2.2)

Procedures set out in the administrative code shall be followed when parent/guardian cooperation and/or participation cannot be obtained. When necessary, a surrogate parent shall be appointed to ensure the protection of a student's rights when the parents/guardians cannot be identified or located or the child is a ward of the State of New Jersey. The district shall select and train such surrogate parents in compliance with the administrative code. A surrogate shall be provided to a student in accordance with N.J.A.C. 6A:14-2.2 when:

- A. The parent of the student cannot be identified or located;
- B. An agency of the State has guardianship of the student and that agency has not taken steps to appoint a surrogate parent for the student;
- C. The student is a ward of the state and no State agency has taken steps to appoint a surrogate parent for the student;
- D. No parent can be identified for the student in accordance with N.J.A.C. 6A:14-1.3 except a foster parent, the foster parent does not agree to serve as the student's parent and no State agency has taken steps to appoint a surrogate parent for the student;
- E. The student is an unaccompanied homeless youth and no State agency has taken steps to appoint a surrogate parent for the student.
 1. The district will make reasonable efforts to appoint a surrogate parent within 30 days of its determination that a surrogate parent is required for a student;
 2. The district will appoint a person who will be responsible for appointing surrogate parents and overseeing the process. The responsible person will:
 - a. Determine whether there is a need for a surrogate parent for a student;
 - b. Contact any State agency that is involved with the student to determine whether the State has had a surrogate parent appointed for the student; and
 - c. Make reasonable efforts to select and appoint a surrogate parent for the student within 30 days of determining that there is a need for a surrogate parent for the student.
 3. The district will establish a method for training surrogate parents that includes provision of information with respect to parental rights and procedural safeguards available to parents and students in accordance with N.J.A.C. 6A:14:
 - a. The district will appoint a person that will be responsible for training surrogate parents;
 - b. The training of surrogate parents will ensure that surrogate parents have knowledge and skills that ensure adequate representation of the child with a disability;
 - c. The training will be designed to make surrogate parents familiar with State and federal requirements for assessment, individualized education program development, and parental rights

SPECIAL EDUCATION (continued)

- with respect to the referral and placement process, including their rights with respect to seeking a due process hearing if they disagree with the local procedure or decisions;
 - d. Surrogate parents will be provided with copies of: the Parental Rights in Special Education booklet; N.J.A.C. 6A:14; the Special Education Process; Code Training Materials from the Department of Education Website; and other relevant materials; and
 - e. Surrogate parents will be provided information to enable them to become familiar with the nature of the child's disability.
4. The district will ensure that:
- a. All persons serving as surrogate parents have no interest that conflicts with those of the student he or she represents;
 - b. All persons serving as surrogate parents possess knowledge and skills that ensure adequate representation of the student;
 - c. All persons serving as surrogate parents are at least 18 years of age;
 - d. If the school district compensates the surrogate parent for providing such services, a criminal history review of the person in accordance with N.J.S.A. 18A:6-7.1 is completed prior to his or her serving as the surrogate parent; and
 - e. No person appointed as a surrogate parent will be an employee of the New Jersey Department of Education, the district board of education or a public or nonpublic agency that is involved in the education or case of the child.

Parental Consent, Notice, Participation, and Meetings (N.J.A.C. 6A:14-2.3)

A. Consent shall be obtained:

1. Prior to conducting any assessment as part of an initial evaluation;
2. Prior to implementation of the initial IEP ;
3. Prior to conducting any assessment as part of a reevaluation, except when the board can demonstrate that reasonable measures were taken to obtain such consent and the parent failed to respond;
4. Prior to the release of student records;
5. Each time a district board of education seeks to access private insurance covering a student with a disability;
6. Prior to the first time a district board of education seeks to access a child's or parent's public benefits or insurance covering the student;
7. Whenever a member of the IEP team is excused from participating in a meeting;
8. Whenever an IEP is amended without a meeting;
9. Whenever a parent/guardian and the board agree to waive a reevaluation;

Written consent may be revoked by the parent, in writing, at any time. Upon receipt of consent, the board ensure that the action for which consent was shall be implemented without delay.

The board shall make reasonable efforts to obtain parental consent for an initial evaluation for any ward of the state. If, after reasonable efforts, the parent cannot be found, or parental rights have been terminated, or subrogated for purposes of consenting to eligibility by the court and consent has been given by an individual the court has appointed, parental consent need not be obtained for an initial evaluation.

- B. When electronic mail is utilized, parents shall be informed as to whether they may use electronic mail to submit requests to school officials regarding referral, identification, evaluation, classification, and the provision of a free, appropriate public education. Parents shall be informed of the procedures to access the electronic mail system and that they may not utilize electronic mail to provide written consent when the district provides written notice and seeks parental consent.
- C. Written notice shall be in language understandable to the general public, and shall be provided in the native language of the parent, unless it is clearly not feasible to do so according to N.J.A.C. 6A:14-2.4. Written

SPECIAL EDUCATION (continued)

notice shall include:

1. A description of the action proposed or denied by the board;
2. An explanation of why the action is being taken;
3. A description of any options that were considered and the reasons why those options were rejected;
4. A description of the procedures, tests, records or reports and factors used in determining whether to propose or deny an action;
5. A description of any other factors that are relevant to the proposal or refusal of the action;
6. A statement that the parents/guardians of a student with a disability have protection under the procedural safeguards, the means by which a copy of a description of the procedural safeguards can be obtained and sources for parents to contact to obtain assistance in understanding the provisions of the law; and
7. In addition, a copy of the procedural safeguards statement published by the New Jersey Department of Education which contains a full explanation of the procedural safeguards available to parents shall be provided only one time per year, except that a copy shall also be provided:
 - a. Upon referral for an initial evaluation;
 - b. Upon request by a parent;
 - c. When a request for a due process hearing is submitted to the Department of Education;
 - d. When a request for a complaint investigation is submitted to the Department; and
 - e. When a student is removed for disciplinary reasons and the removal constitutes a change in placement.
8. The annual written notice of the procedural safeguards to parents/guardians and/or adult students shall be provided as follows:
 - a. The board shall provide written notice no later than 15 calendar days after making a determination;
 - b. The board shall provide written notice at least 15 calendar days prior to the implementation of a proposed action so that the parents/guardians and/or adult student may consider the proposal;
 - c. The district board of education shall implement the proposed action after the opportunity for consideration (in 2 above) unless parent/guardian disagrees with the proposed action and the district takes action in an attempt to resolve the disagreement; or mediation or a due process hearing is requested.
- D. The parent/guardian shall be given the opportunity to participate in meetings regarding the identification, evaluation, classification, educational placement of, or the provision of a free, appropriate public education to the student. Starting on or before July 1, 2026, the school district must provide via regular mail and electronic mail (if the district has an e-mail address on file) written information to the parent(s)/guardian(s) at least two business days before the annual IEP meeting which includes:
 - a. A statement of items that will be discussed at the IEP meeting;
 - b. The student's current levels of academic and functional performance;
 - c. A list of any required IEP team members who the school is requesting to be excused from the meeting. This list must include each excused member's input regarding the programs and services for which they are responsible, in addition to any standard excusal consent forms already provided under federal and state regulations;
 - d. An invitation for the parent or guardian to provide feedback on the proposed programs and services in the student's IEP.

Location, Referral and Identification (N.J.A.C. 6A:14-3.3)

The board directs the superintendent to prepare written procedures for identifying those students ages three through 21, including students attending nonpublic schools located within the district regardless of where they reside, who reside within the district with respect to the location and referral of students who may have a disability due to physical, sensory, emotional, communication, cognitive or social difficulties. In order to ensure

SPECIAL EDUCATION (continued)

preschoolers with disabilities have their initial IEPs implemented no later than age three, a written request for initial evaluation shall be forwarded to the district at least 120 days prior to the preschooler attaining age three.

The requirements of law and board policy for identification, location and evaluation shall apply to highly mobile students with disabilities, such as migrant and homeless students, and to students who may have a disability even though they are advancing from grade to grade.

Activities undertaken to locate nonpublic school students with disabilities shall be comparable to activities undertaken to locate public school students with disabilities. In addition, the board shall consult with appropriate representatives of nonpublic students on how to carry out these activities.

When a preschool age or school age student is referred for an initial evaluation to determine eligibility for special education programs and services, a meeting of the child study team, the parent and the regular education teacher of the student who is knowledgeable about the student's educational performance or, if there is no teacher of the student, a teacher who is knowledgeable about the district's programs, shall be convened within 20 calendar days (excluding school holidays, but not summer vacation) of receipt of the written request. The child study team shall determine whether an evaluation is warranted and, if warranted, shall determine the nature and scope of the evaluation. When the child study team determines that an evaluation is not warranted then other appropriate action may be determined. The parent shall be provided written notice of the determination(s), which includes a request for consent to evaluate, if an evaluation will be conducted.

The board shall ensure that all preschool students with disabilities shall have their IEPs implemented no later than their third birthdays. To provide a smooth transition between a child's preschool program and his/her school age program (public or private), particular attention shall be paid to articulation between those programs.

These procedures and arrangements shall be adopted by the board after review and possible revision. The procedures shall include:

1. Utilizing strategies identified through intervention and referral services (N.J.A.C. 6A:16-8) as well as other general education strategies;
2. Criteria for instructional, administrative and other professional staff, parents/guardians and state agencies to refer students for evaluation;
3. Evaluation criteria for the determination of eligibility for special education and related services; and
4. Other educational actions as appropriate.

Case Manager (N.J.A.C. 6A:14-3.2)

A case manager shall be assigned to a student when it is determined that an initial evaluation shall be conducted. Child study team members or speech-language specialists when they act as members of the child study team shall be designated and serve as the case manager for each student with a disability. The case manager shall coordinate the development, monitoring and evaluation of the effectiveness of the individualized education program (IEP). The case manager shall facilitate communication between home and school and shall coordinate the annual review and reevaluation process.

Evaluation and Determination of Eligibility (N.J.A.C. 6A:14-3.5 through N.J.A.C. 6A:14-3.6)

- A. The evaluation process to determine a student's eligibility for educational and related services beyond those available within the regular public school program shall be conducted in strict compliance with the provisions of N.J.A.C. 6A:14-2.3, 2.5, 3.4, 3.5, 3.6 and 3.7 dealing with:
 1. Parental notice, notification, consent and involvement, including determination of the parents/guardians' dominant language and necessary accommodations if the language is other than English or if the parents/guardians are deaf;
- B. The child study team, the parent and the regular education teacher of the student who has knowledge of

SPECIAL EDUCATION (continued)

the student's educational performance or if there is no teacher of the student, a teacher who is knowledgeable about the district's programs shall:

1. Review existing evaluation data on the student including evaluations and information provided by the parents, current classroom-based assessments and observations, and the observations of teachers and related services providers, and consider the need for any health appraisal or specialized medical evaluation;
 2. Identify what additional data, if any are needed to determine whether the student has a disability;
 3. Determine which child study team members and/or specialists shall conduct each assessment that is part of the evaluation.
- C. Prior to conducting any assessment as part of an initial evaluation, the district shall request and obtain consent to evaluate;
- D. If the parent refuses to provide consent to conduct the initial evaluation, the district may file for a due process hearing according to N.J.A.C. 6A:14-2.7 to compel consent to evaluate;
- E. The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services;
- F. After parental consent for initial evaluation of a preschool age or school age student has been received, the evaluation, determination of eligibility for services under this chapter, and, if eligible, development and implementation of the IEP for the student shall be completed within 90 calendar days. This time frame shall not apply if the parent/guardians fails or refuses to produce the child for the evaluation;
- G. An initial evaluation consisting of a multi-disciplinary assessment in all areas of suspected disability shall be conducted. Such evaluation shall include at least two assessments and shall be conducted by at least two members of the child study team in those areas in which they have appropriate training or are qualified through their professional licensure or educational certification and other specialists in the area of disability as required or as determined necessary;
- H. When the suspected disability is a disorder of articulation, voice or fluency, the speech-language specialist shall meet with the parent/guardian and the student's general education teacher about the student's educational performance to review existing data on the student including evaluations and information provided by the parents, current classroom-based assessments and observations, and the observations of teachers and related services providers;
- I. A comprehensive written report of the results of each assessment shall be prepared according to the specifications in law (N.J.A.C. 6A:3.4(h));
- J. When conducting an initial evaluation or reevaluation, the reports and assessments of child study team members or related services providers may be submitted by the parents/guardians to the child study team for consideration. Each report and assessment shall be reviewed and considered by the child study team member or related services provider with relevant knowledge or expertise. A report or component thereof may be utilized as a required assessment, if the assessment has been conducted within one year of the evaluation and the child study team determines the report and assessment meet the state (see N.J.A.C. 6A:14-3.4(h) and district requirements);
- K. Upon receipt of a written referral to the child study team, the school nurse shall review and summarize available health and medical information regarding the student and shall transmit the summary to the child study team for the meeting to consider the need for a health appraisal or specialized medical evaluation.

An audiometric screening according to N.J.A.C. 6A:16-2.2(k)3 shall be conducted for every student referred to the child study team for a special education evaluation.

SPECIAL EDUCATION (continued)

A vision screening shall be conducted by the school nurse for every student referred to the child study team for a special education evaluation.

The board shall ensure that a variety of assessment tools and strategies shall be applied to gather information to develop and monitor the IEP, including cooperation and input from the parents/guardians. Relevant information shall also be related to enabling the student to be involved in and progress in the general education curriculum or, for preschool children with disabilities to participate in appropriate activities.

Independent Educational Evaluation (N.J.A.C. 6A:14-2.5)

Upon completion of an initial evaluation or reevaluation, a parent may request an independent evaluation if there is disagreement with the initial evaluation or a reevaluation provided the board. A parent shall be entitled to only one independent evaluation at public expense each time an initial evaluation or reevaluation is conducted with which the parent disagrees. The request for an independent evaluation shall specify the assessment(s) the parent is seeking as part of the independent evaluation request. The independent evaluation shall be provided at no cost to the parent unless the school district initiates a due process hearing to show that its evaluation is appropriate and a final determination to that effect is made following the hearing.

Any independent evaluation submitted to the district, including an independent evaluation obtained by the parent/guardian at private expense, shall be considered in making decisions regarding special education and related services.

Individualized Education Program IEP (N.J.A.C. 6A:14-2.3 (k)1 and 3.5 through -3.6)

Eligibility for special education and related services shall be determined collaboratively by the parents/guardians; a teacher who is knowledgeable about the student's educational performance or district's programs; the student, where appropriate; at least one child study team member who participated in the evaluation; the case manager; other appropriate individuals at the discretion of the parent or district; and for an initial eligibility meeting, certified school personnel referring the student as potentially disabled, or the school principal or designee if they choose to participate.

A student shall be determined eligible and classified for special education and related services when it is determined that the student has one or more of the disabilities defined in the administrative code. A student shall be determined eligible for speech-language services when he/she exhibits a speech or language disorder as outlined in the administrative code.

The individualized education program for each student with a disability shall be developed in accordance with the provisions of the administrative code, at N.J.A.C. 6A:14-2.3(k) regarding eligibility meetings for students who are classified and N.J.A.C. 6A:14-3.7 regarding the requirements of individualized education program (IEP).

A meeting to develop the IEP shall be held within 30 calendar days of a determination that a student is eligible for special education and related services or eligible for speech-language services. An IEP shall be in effect before special education and related services are provided to a student with a disability and such IEP shall be implemented as soon as possible following the IEP meeting.

At the beginning of each school year, the board shall have in effect an IEP for every student in the district who is receiving special education and related services. Every student's IEP shall be accessible to each regular education teacher, special education teacher, related services provider, and other service provider who is responsible for its implementation. Each teacher shall be informed of the specific responsibilities related to implementing the student's IEP and the specific accommodations, modifications, and supports to be provided for the student in accordance with the IEP. Teacher aides and the appropriate general or special education

SPECIAL EDUCATION (continued)

teaching staff time shall be provided for consultation on a regular basis as specified in each student's IEP (N.J.A.C. 6A:14-4.5(d)).

The board directs the superintendent or his or her designee to maintain documentation that the teacher and provider, as applicable, has been informed of his or her specific responsibilities related to implementing the student's IEP. The board shall ensure that there is no delay in implementing a student's IEP including any case in which the payment source for providing or paying for special education and related services is being determined.

A written individualized education program shall be developed and implemented for each classified student and, in accordance with New Jersey law (see N.J.A.C. 6A:14-3.7), a review shall be conducted by the appropriate staff members annually or more often, if necessary, to evaluate the disabled student's progress and to revise the individualized education program.

Meetings shall be conducted to determine eligibility and to develop, review and revise a student's individualized education program. Such meetings shall be scheduled at a mutually agreed upon time and place, and notice of the meetings shall indicate the purpose, time, location and participants. If the parents/guardians cannot attend the meetings, the superintendent/designee shall attempt to ensure parental participation, including the use of individual or conference telephone calls. Documentation shall be maintained of all attempts to secure parent/guardian participation.

Parents/guardians shall receive a copy of the student's IEP and of any revisions made to it.

All communication with parents/guardians, including written notice, notifications and required meetings, shall be conducted in the language used for communication by the parent/guardian and student unless it is not feasible to do so. This shall include providing foreign language interpreters or translators and sign language interpreters for the deaf at no cost to the parents.

The IEP shall be developed and monitored with the cooperation and input of parents/guardians. In addition to educational programming, the IEP shall provide for necessary disciplinary action and specify graduation requirements when appropriate. Any accommodations and/or modifications for the administration of statewide assessments shall be specified in the IEP.

The board of education will provide the kind and quality of those special education-related services prescribed in the IEP to enable students with disabilities to participate in regular educational programs to the maximum extent appropriate. Such education-related services shall include transportation, ensuring that hearing aids worn by deaf and/or hard of hearing children in school are functioning properly, etc.

The school district will provide teacher aides and the appropriate general or special education teaching staff time for consultation on a regular basis as specified in each student's IEP, pursuant to N.J.A.C. 6A:14-4.5(d).

Participation in Regular Educational Programs to the Maximum Extent Appropriate/Least Restrictive Environment (N.J.A.C. 6A:14-4.2)

Educational placement decisions made for each disabled student shall always be, insofar as possible, in the least restrictive environment commensurate with the student's educational needs. This means that to the maximum extent appropriate, educationally disabled students shall be educated with children who are not educationally disabled. These decisions should be designed to produce a positive effect on the student and to ensure the quality of services which he/she requires.

The board of education will provide the kind and quality of those special education-related services prescribed in the IEP to enable students with disabilities to participate in regular educational programs to the maximum extent appropriate. Special classes, separate schooling or other removal of a student with a disability from the student's general education class occurs only when the nature or severity of the educational disability is such that education in the student's general education class with the use of appropriate supplementary aids and

SPECIAL EDUCATION (continued)

services cannot be achieved satisfactorily. All students shall be considered for placement in the general education class with supplementary aids and services including, but not limited to curricular or instructional modifications or specialized instructional strategies: Assistive technology devices and services; teacher aides; related services; integrated therapies; consultation services; and in-class resource programs.

When instruction in general education subjects or content areas is provided to groups consisting solely of students with disabilities, the size of the groups and age range shall conform to the requirements for special class programs. An exception to the age range and group size requirements of law (N.J.A.C. 6A:14-4) may be requested by writing to the Department of Education through the county office.

When students with disabilities participate in physical education, intramural and interscholastic sports, non-academic and extracurricular activities in groups consisting solely of students with disabilities, the age range and group size shall be based on the nature of the activity, needs of the students participating in the activity and the level of supervision required.

The evaluation process to determine a student's eligibility for educational and related services beyond those available within the regular public school program shall be conducted in strict compliance with the provisions of the administrative code.

In order to ensure a continuum of alternative placements, when the board cannot provide required instruction and related services from its own resources and facilities, it will seek appropriate placement outside the district and will assume such costs of that placement as are required by law.

Placement of a disabled student in the least restrictive environment shall be determined annually and, for a student in a separate setting, activities necessary to transition the student to a less restrictive placement are considered at least annually.

Placement is based on the student's individualized education program. Placement shall be provided in appropriate educational settings as close to home as possible. When the IEP does not describe specific restrictions, the student shall be educated in the school he/she would attend if not a student with a disability.

In determining the least restrictive setting consideration shall be given to whether the student can be satisfactorily educated in the regular classroom with supplemental aids and services; a comparison of the benefits provided in a regular class and the benefits provided in a special education class; and the potential beneficial or harmful effects which a placement may have on the student with disabilities or the other students in the class.

A student with a disability is not removed from the age-appropriate general education classroom solely based on needed modifications to the general education curriculum.

Placement in a program option shall be based on the individual needs of the student.

When determining the restrictiveness of a program option, the determination shall be based solely on the amount of time a student with disabilities is educated outside the general education setting.

The board shall provide nonacademic and extracurricular services and activities in the manner necessary to afford students with disabilities an equal opportunity for participation in those services and activities; and that each student with a disability participates with nondisabled students to the maximum extent possible.

Reevaluation (N.J.A.C. 6A:14-3.8)

Within three years of the previous classification, a multi-disciplinary reevaluation shall be completed to determine whether the student continues to be a student with a disability. Reevaluation shall be conducted sooner if conditions warrant or if the student's parent or teacher requests the reevaluation. However, a reevaluation shall not be conducted prior to the expiration of one year from the date the parent is provided

SPECIAL EDUCATION (continued)

written notice of the determination with respect to eligibility in the most recent evaluation or reevaluation, unless the parent and district both agree that a reevaluation prior to the expiration of one year as set forth above is warranted. When a reevaluation is conducted sooner than three years from the previous evaluation, the reevaluation shall be completed within 60 days of the date the parent provides consent for the assessments to be conducted as part of the reevaluation or by the expiration of the three year timeframe from completion of the prior evaluation or reevaluation, whichever occurs sooner.

If a parent provides written consent and the district board of education agrees that a reevaluation is unnecessary, the reevaluation may be waived. If a reevaluation is waived, the date of the parent's written consent shall constitute the date upon which the next three-year period for conducting a reevaluation shall commence.

Prior to conducting any assessment as part of a reevaluation of a student with a disability, the district board of education shall obtain consent from the parent.

Reevaluation shall be conducted when a change in eligibility is being considered, except that a reevaluation shall not be required before the termination of a student's eligibility under this chapter due to graduation or exceeding age 21.

Unless the parent and the board agree to waive a reevaluation, all requirements shall be completed within 60 days of the date the parent provides consent for the assessments to be conducted as part of the reevaluation or by the expiration of the three year timeframe from completion of the prior evaluation or reevaluation, whichever occurs sooner.

When a reevaluation is completed:

- A. A meeting of the student's IEP team shall be conducted to determine whether the student continues to be a student with a disability. A copy of the evaluation report(s) and documentation of the eligibility shall be given to the parent at least 10 days prior to the meeting;
- B. If the student remains eligible, an IEP team meeting shall be conducted to review and revise the student's IEP;
- C. By June 30 of a student's last year of eligibility for a program for preschoolers with disabilities, a reevaluation shall be conducted and, if the student continues to be a student with a disability, the student shall be classified according to N.J.A.C. 6A:14-3.5(c) or 3.6(a).

Required Materials and Services

Instructional materials will be provided to blind or print-disabled students in a timely manner, consistent with a plan developed by the district.

For students with disabilities who are potentially eligible to receive services from the Division of Developmental Disabilities in the Department of Human Services, the district will provide, pursuant to the Developmentally Disabled Uniform Application Act, N.J.S.A. 30:4-25.10 et seq. and N.J.A.C. 6A:14-1.2(b)17, the necessary materials to the parent to apply for such services.

Related Services (N.J.A.C. 6A:14-3.4)

Related services including, but not limited to, counseling, occupational therapy, physical therapy, school nurse services, recreation, social work services, medical services and speech-language services shall be provided to a student with a disability when required for the student to benefit from the educational program. Related services shall be provided by appropriately certified and/or licensed professionals as specified in the student's IEP.

SPECIAL EDUCATION (continued)Protection of Students Rights: Evaluation and Reevaluation Procedures (N.J.A.C. 6A:14-3.4 and 3.8)

A due process hearing is an administrative hearing conducted by an administrative law judge. For students age three through 21 years, a due process hearing may be requested when there is a disagreement regarding identification, evaluation, reevaluation, classification, educational placement, the provision of a free, appropriate public education, or disciplinary action. For students above the age of 21, a due process hearing may be requested while the student is receiving compensatory educational or related services.

In addition, the district board of education or public agency responsible for the development of the student's IEP may request a due process hearing when it is unable to obtain required consent to conduct an initial evaluation or a reevaluation, or to release student records. The district board of education shall request a due process hearing when it denies a written parental request for an independent evaluation in accordance with N.J.A.C. 6A:14-2.5(c).

Procedures shall provide all due process protection for the rights of the student and his/her parents/guardians whether the student is already enrolled in the schools or has been located through the process for identification as described above.

In order to achieve the district's goal of providing full educational opportunity to all students with disabilities in accordance with the administrative code, parent/guardian participation shall be sought in every successive stage of the special education decisional process. All notifications shall be made and all necessary conferences conducted in the language used for communication by the parent/guardian and the student unless it is not feasible to do so, in which case the provisions of administrative code shall be followed. The superintendent shall develop and present to the board for review and adoption procedures for:

- A. Giving notice to parents/guardians and adult students in accordance with N.J.A.C. 6A:14-2.3 when an initial request is being made for consent to evaluate or when a proposal has been made to initiate or change a classification, evaluation or educational placement of the student, or the provision of a free, appropriate education. For each instance, all required information and documentation shall be supplied to the parents/guardians within the timelines set by the administrative code. Particular care must be taken to inform parents/guardians and adult students of their right to review all educational records with respect to the identification, evaluation and educational placement of the student; to appeal these by requesting a due process hearing; and their rights in regard to free and low cost legal services and legal fees;
- B. An independent evaluation at the request of the parent/guardian or adult student in accordance with N.J.A.C. 6A:14-2.5(c). Such independent evaluation shall be at no cost to the parent/guardian if it is conducted in compliance with administrative code. The IEP team shall consider any independent evaluation submitted to it when making decisions regarding special education and/or related services;
- C. Mediation, a voluntary process that is available to resolve disputes, when disputes arise during any stage of the special education process which cannot be settled between the original parties. A request for mediation shall not be used to deny or delay the right to request a due process hearing. A due process hearing may be initiated by the board of education, a parent/guardian or adult student;
- D. Ensuring that all evaluation procedures, including but not limited to observations, tests and interviews used to determine eligibility and placement of students with disabilities, shall comply with the requirements of N.J.A.C. 6A:14-3.4, 3.5 and 3.7.

Graduation Requirements (N.J.A.C. 6A:14-4.11)

The IEP of a student with a disability who enters a high school program shall specifically address the graduation requirements. A disabled student must meet all state and local high school graduation requirements according to N.J.A.C. 6A:8-5.1(c) in order to receive a state-endorsed high school diploma except as specified in his/her IEP. When a student has been exempted from any graduation requirement, his/her IEP shall specify which requirements would qualify the student with a disability for the State endorsed diploma issued by the district.

SPECIAL EDUCATION (continued)

Graduation with a State endorsed diploma is a change of placement that requires written notice in language understandable to the general public, and shall be provided in the native language of the parent/guardian (according to law N.J.A.C. 6A:14-2.3 and as described below). The parent/guardian shall be provided with a copy of the procedural safeguards statement published by the Department of Education (see 6171.4 Exhibit). The parent may resolve a disagreement with the proposal to graduate the student by requesting mediation or a due process hearing prior to graduation. A reevaluation shall not be required.

Beginning at age 14, the individualized education program (IEP) shall include a statement of the state and local graduation requirements that the student shall be expected to meet. The statement shall be reviewed annually. If a student with a disability is exempted from, or there is a modification to, local or state high school graduation requirements, the statement shall include the rationale for the exemption or modification based on the student's educational needs; and a description of the alternate proficiencies to be achieved by the student to qualify for a State endorsed diploma.

The annual review of the IEP for an elementary school student with disabilities shall be completed by June 30 of the student's last year in the elementary school program. The annual review shall include input from the staff of the secondary school. The IEP shall include a statement of the student's transition from an elementary program to the secondary program which shall be determined by factors including number of years in school; social, academic and vocational development; and chronological age.

If a district board of education grants an elementary school diploma, a student with a disability who fulfills the requirements of his or her IEP shall qualify for and receive a diploma.

Students with disabilities who meet the standards for graduation shall have the opportunity to participate in graduation exercises and related activities on a nondiscriminatory basis.

Assessment (N.J.A.C. 14-4.10)

The board shall ensure that all students with disabilities participate in statewide assessments in each content area of the general statewide assessment for their grade. Accommodations or modifications approved by the Department of Education shall be provided when determined necessary by the IEP team. Students with disabilities shall participate in the alternate proficiency assessment in each content area where the nature of the student's disability is so severe that the student is not receiving instruction in any of the knowledge and skills measured by the general statewide assessment and the student cannot complete any of the types of questions on the assessment in the content area(s) even with accommodations and modifications.

A statement of any individual modifications in the administration of statewide or districtwide assessments of student achievement needed for the student to participate in such assessment shall be included in the student's IEP. If the IEP team determines that the student shall not participate in a particular general statewide or districtwide assessment of student achievement (or part of such an assessment), a statement of why that assessment is not appropriate for the student according to N.J.A.C. 6A:14-4.10 and a statement of how that student shall be assessed and which assessment methodology is appropriate for the student shall be included in the student's IEP.

Following the 11th grade, students with disabilities who are required to pass a Department of Education approved high school proficiency assessment for graduation and have not done so shall participate in the dynamic learning map (DLM; formerly SRA and APA) in accordance with N.J.A.C. 6A:8. If a student is participating in a Department of Education alternative proficiency assessment determined by the IEP team, the student shall not be required to again participate in the high school proficiency assessment and pass that assessment.

Compilation, Maintenance, Access to and Confidentiality of Student Records (see board policy 5125 Student Records, N.J.A.C. 6A:32-7.4 through -7.6).

SPECIAL EDUCATION (continued)

The board directs that the names and other personally identifiable data concerning students with disabilities shall be kept confidential and shall not be included in the public acts and public records of this district. Such names and data shall be reduced to code for inclusion in the public record. A special confidential file shall be maintained listing the names of students with disabilities on whose behalf the board of education must take public action. Motions concerning disabled students made at public meetings shall be anonymous and referred to this confidential file. This file shall be maintained in accordance with N.J.A.C. 6A:32-7.1.

The superintendent or his or her designee shall be responsible for the security of student records maintained in the school district and shall devise procedures for assuring that access to such records is limited to authorized persons.

The student records shall be maintained according to N.J.A.C. 6A:32-7 and board policy 5125 Student Records.

- A. The parent/guardian, adult student or their designated representative shall be permitted to inspect and review the contents of the student's records maintained by the district board of education under N.J.A.C. 6A:32 without unnecessary delay and before any meeting regarding the IEP.

Any consent required for students with disabilities under N.J.A.C. 6A:32-7 shall be obtained according to N.J.A.C. 6A:14-1.3 "consent" and 2.3(a) and (b) as follows:

1. The board shall make reasonable efforts to obtain parental consent for an initial evaluation for any ward of the state. If, after reasonable efforts, the parent cannot be found, or parental rights have been terminated, or subrogated for purposes of consenting to eligibility by the court and consent has been given by an individual the court has appointed, parental consent need not be obtained for an initial evaluation.
 2. When a parent refuses to provide consent for implementation of the initial IEP, no IEP shall be finalized and the board may not seek to compel consent through a due process hearing. However, if a parent refuses special education and related services on behalf of a student, the board shall not be determined to have denied the student a free, appropriate public education because the student failed to receive necessary special education and related services nor shall the board be determined in violation of its child-find obligation solely because it failed to provide special education or related services to a student whose parents refused to provide consent for implementation of the initial IEP. If a parent refuses to provide consent and the district and the parent have not agreed to other action, prior to conducting any assessment as part of an initial evaluation or reevaluation and prior to the release of student records the district may request a due process hearing according to N.J.A.C. 6A:14-2.7(b) to obtain consent.
- B. Records may be released with the consent of the parent/guardian or adult student having legal responsibility for educational decision making. Consent shall be agreed to in writing. The board shall ensure that the parent/guardian or adult student having legal responsibility for educational decision making:
1. Has been fully informed of all information relevant to the activity for which consent is being sought, in his or her native language or other mode of communication;
 2. Understands and agrees in writing to the implementation of the activity for which consent is sought, and the consent describes that activity and lists the records (if any) that will be released and to whom;
 3. Understands that the granting of consent is voluntary and may be revoked at any time; and
 4. If the parent/guardian or adult student having legal responsibility for educational decision making revokes consent, that revocation is not retroactive (that is, it does not negate an action that has occurred after the consent was given and before the consent was revoked).
- C. To ensure proper accessibility and confidentiality, the records of students with disabilities shall be gathered, updated, maintained, stored, transferred, made accessible and finally disposed of in accordance with the district policy 5125 Student Records in general. To assure the security of special education records:
1. Provision shall be made for access and security of electronic records of students with disabilities;
 2. Clerical and secretarial tasks related to such records shall be performed only under the supervision of

SPECIAL EDUCATION (continued)

appropriately certified staff.

As with all student records, access shall be guaranteed to persons authorized according to N.J.A.C. 6A:32-7.5 within 10 days of the request, but prior to any review or hearing conducted in accordance with State Board of Education regulations.

For the district's general policy and regulation on student records see 5125, which deals with all requirements common to students with disabilities and general student records including enumeration and description of records, provisions for access, notice to parents/guardians of their rights in regard to the child's records, etc.

Procedural Safeguards (N.J.A.C. 6A:14-2.3 through –2.4):

The board of education directs the superintendent to establish and implement the required procedural safeguards.

Procedural safeguards shall include:

- A. Ensuring that the rights of a student are protected through the provision of an individual to act as surrogate for the parent and assume all parental rights when a parent cannot be identified, located, and agency of the State has guardianship of the student, or the student is an unaccompanied homeless youth;
- B. Giving notice to parents/guardians per N.J.A.C. 6A:14-2.3 when an initial request is being made for consent prior to conducting any assessment as part of the initial evaluation; prior to the implementation of the initial IEP; prior to conducting any assessment as a part of a reevaluation; prior to the release of student records; each time the board seeks access to private insurance; when a member of the IEP team is excused from participating in a meeting; when the IEP is amended; and when a parent or the board agree to waive a reevaluation. For each instance, all required information and documentation shall be supplied to the parents/guardians within the timelines set by the administrative code. Particular care must be taken to inform parents/guardians of their right to appeal and their rights in regard to legal fees;
- C. Seeking consent of parents/guardians to the actions in 1, when such consent is required;
- D. Seeking parent/guardian participation in conferences and determinations as specified in 1, and in evaluation of the success of the educational plan for their child. When necessary, conference schedules shall be altered to accommodate working parents/guardians;
- E. Protection in the evaluation procedures including the use a variety of assessment tools and strategies to gather relevant functional and developmental information; valid measures that are not racially or culturally discriminatory; assessments that are administered in the language and form most likely to yield accurate information; assessment all areas of suspected disability; and other provisions of N.J.A.C. 6A:14-2.5;
- F. Ensuring that a parent shall be entitled to only one independent evaluation at public expense each time the board conducts an initial evaluation or reevaluation with which the parent disagrees;
- G. Ensuring mediation when disputes arise during any stage of the special education process which cannot be settled between the original parties;
- H. Providing for a due process hearing conducted by an administrative law judge. For students age three through 21 years, a due process hearing may be requested when there is a disagreement regarding identification, evaluation, reevaluation, classification, educational placement, the provision of a free, appropriate public education, or disciplinary action. For students above the age of 21, a due process hearing may be requested while the student is receiving compensatory educational or related services;
- I. Discipline, suspension and expulsion procedures for up to 10 consecutive or cumulative school day that

SPECIAL EDUCATION (continued)

are subject to the same board procedures as nondisabled students. However, at the time of removal, the principal shall forward written notification and a description of the reasons for such action to the case manager and the student's parent(s);

- J. Protection of student information and the maintenance of student records according to board policy 5125 Student records and law (N.J.A.C. 6A:32-7);
- K. Except as provided in N.J.A.C. 6A:14-6.1(a) and required by an administrative law judge when the district failed to provide a free and appropriate education, the board shall not be required to pay for the cost of education, including special education and related services, of a student with a disability if the district made available a free, appropriate public education and the parents elected to enroll the student in a nonpublic school, an early childhood program, or an approved private school for students with disabilities;
- L. Related services including, but not limited to, counseling, occupational therapy, physical therapy, school nurse services, recreation, social work services, medical services and speech-language services shall be provided to a student with a disability when required for the student to benefit from the educational program. Related services shall be provided by appropriately certified and/or licensed professionals as specified in the student's IEP;
- M. The superintendent shall ensure that the district's special education programs comply with the law in every respect, including fiscal regulations and reports;
- N. These procedures shall provide all due process protection for the rights of the student and his/her parents/guardians. Procedures shall be conducted in strict compliance with the provisions of the administrative code dealing with parental notification, consent and involvement, including determination of the parents/guardians' dominant language and necessary accommodations if the language is other than English or if the parents/guardians are deaf;
- O. To implement achievement of the board's goal for provision of special education, the superintendent shall oversee development of a written plan for special education conforming to the state plan for the educationally disabled. The plan shall consist of policies, procedures, assurances; a comprehensive system of personnel development; data collection and an application that describes the use of IDEA Part B funds;
- P. Complying with other aspects of the district program for special education and/or requirements of N.J.A.C. 6A:14.

Written Plan

To implement achievement of the board's goal for provision of special education, the superintendent shall oversee development of a written plan for special education conforming to the state plan for the educationally disabled. After the plan has been approved by the board of education and the executive county superintendent, the superintendent shall implement it in this district and supervise its operation so that it will accomplish its stated goals and objectives. The plan, any alterations to it, and an evaluation of its effectiveness will be shared annually with the community.

Discipline

In general, students with disabilities are subject to the same disciplinary constraints and sanctions as nondisabled students. However, before disciplinary action is taken against an educationally disabled student, consideration must be given to whether the behavior is caused by the disabling condition, whether the program that is being provided meets the student's needs, whether a component of the student's IEP covers the behavior, or whether the student is an immediate danger to himself/herself or others.

SPECIAL EDUCATION (continued)

A disabled student may be removed for disciplinary reasons from his/her current educational placement to an interim alternative educational setting, another setting, or a suspension without the provision of educational services for up to 10 consecutive or cumulative school days in a school year. The building principal/designee must forward a written notice and description of the reasons for the student's removal to the case manager and the student's parents:

- A. In imposing a removal of ten days or less on a classified student, the building principal may, on a case-by-case basis, consider any unique circumstances pertaining to the violation of the student code of conduct. Any such unique circumstance shall be included in the above written description of the reasons for removal;
- B. Special education students are entitled to receive general educational services on or before the fifth day of suspension. A building principal who imposes a suspension of five days or more on a special education student must contact the case manager to ensure that appropriate services are provided.

Preschool students with disabilities shall not be suspended or expelled.

Procedures for imposing and implementing disciplinary sanctions on students with disabilities, including removal to an interim alternative educational setting, suspension for more than 10 school days in a school year, or expulsion, shall be in strict compliance with the provisions of state and federal law and the administrative code. (See N.J.A.C. 6A:14-2.8, 3.7 and Appendix A)

(See board policy 5114 Suspension and Expulsion)

Disabilities Services Resource (all school districts with grades nine through 12) N.J.S.A. 18A:46-7.3

The board shall designate at least one staff member to serve as a disability services resource for parents. The designated staff member shall be able to demonstrate competency in the various services available through State agencies that serve persons with disabilities, and shall provide information to parents about how to access the services and assistance to parents in contacting the appropriate State agency. The district shall conduct outreach activities to ensure that the parents of children who receive special education services in the district, and local community disability organizations and service providers, are made aware of the name and contact information of the designated staff member.

Early Intervention

When an IEP is developed for a child age three who has been enrolled in an early intervention program and it is determined that the district shall provide a free, appropriate public education for that student by continuing the program in the early intervention program for the balance of that school year the board shall be responsible to ensure:

- A. That a free, appropriate special education and related services to students with disabilities is provided in accordance with N.J.A.C. 6A:14-1.1(d);
- B. A contractual agreement shall be provided between the board and the early intervention program;
- C. Personnel shall be appropriately certified and, if required, licensed; and
- D. Applications for exceptions to program and instruction requirements according to N.J.A.C. 6A:14-4.9 shall be made whenever necessary.

When a child who has been enrolled in the early intervention program requires an extended year program, the district may contract with the early intervention program for the provision of that program.

Children with disabilities participating in early intervention programs assisted under IDEA Part C who will participate in preschool programs will experience a smooth transition and have an individualized education

SPECIAL EDUCATION (continued)

program developed and implemented.

Preschool Disabled Program

The superintendent shall develop and propose for board adoption programs and related services for students ages three through five who have been identified and classified as preschool disabled. Such programs and services shall be in strict accordance with New Jersey administrative code.

Nonpublic Schools (N.J.A.C. 6A:14-6.1, -6.2)

The board shall provide a genuine opportunity for the equitable participation of students with disabilities who have been enrolled in nonpublic schools by their parents/guardians, in accordance with federal law and regulations. All special education programs and services shall be provided with the consent of parents/guardians.

The board shall make the final decisions with respect to the services to be provided to eligible students with disabilities enrolled in nonpublic schools or early childhood programs and spend an amount of money equal to a proportionate amount of Federal funds available under Part B of the IDEA for the provision of services to students with disabilities who are attending nonpublic schools.

The district, after timely and meaningful consultation with representatives of nonpublic schools, shall undertake a child find process in accordance with IDEA and its implementing regulations to determine the number of parentally placed children with disabilities attending nonpublic schools located within the district.

As part of the child find process, the district board of education shall consult with private school representatives and representatives of parents of parentally placed nonpublic school children with disabilities in the design and development of special education and related services for such children.

Students identified as having disabilities attending nonpublic schools located in this district shall receive programs and services as specified in N.J.A.C. 6A:14- 6.2.

Placement Private Schools (N.J.A.C. 6A:14-7.5)

When the board places a student with a disability in an approved residential private school inside or outside the district or state in order to provide the student a free, appropriate public education, such placement shall be at no cost to the parent. The board shall be responsible for special education costs, room and board.

Native Language

Students who do not speak English; speak English but reside in a home where English is not the primary language spoken, and need instruction toward mastery of the English language; or speak some English but are more capable of performing school work in their native language, may have educationally disabling conditions that must be addressed in order to provide them the full educational opportunity that is the goal of the district for every child. Evaluation procedures shall be selected so that the student's cultural background and language abilities are taken into consideration unless it is clearly unfeasible to do so; and shall accurately reflect the student's ability rather than the impairment. All actions regarding parent/guardian notification, consent and participation shall be provided in the native language of the parent, unless that is clearly impossible. In that case, care shall be taken that the facts and procedures are made intelligible to the parents/guardians.

Staff Qualifications and Staff Development (N.J.A.C. 6A:14-1.2(b)13, 14)

All personnel serving students with disabilities shall be appropriately certified and licensed according to the State certification standards N.J.A.C. 6A:9B-11.4, where a license is required, in accordance with State and Federal law.

SPECIAL EDUCATION (continued)

The superintendent shall ensure that the in-service training need for professional and paraprofessional staff who provide special education, general education or related services are identified. Appropriate in-service training shall be provided. The board direct the superintendent to maintain information to demonstrate district efforts to:

- A. Prepare general and special education personnel with the content knowledge and collaborative skills needed to meet the needs of children with disabilities;
- B. Enhance the ability of teachers and others to use strategies, such as behavioral interventions, to address the conduct of students with disabilities that impedes the learning of students with disabilities and others;
- C. 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;
- D. Insure that the in-service training is integrated to the maximum extent possible with other professional development activities; and
- E. Provide for joint training activities of parents and special education, related services and general education personnel.

Cooperation with Other Agencies

The superintendent shall investigate the possibilities of working with organizations and agencies providing services for students with disabilities, and shall present feasible programs and relationships to the board for consideration.

Parent Advisory Council (N.J.A.C. 6A:14-1.2(h))

The board shall ensure that a special education parent advisory group is in place in the district to provide input to the district on issues concerning students with disabilities.

Annual Reports

Annually, the board shall submit to the Department of Education a report describing the special education programs and services provided. The end of the year report shall include the numbers of nonpublic school students provided each program or service and such other information as may be required by the Department of Education.

Eligibility for State and Federal Funds

The superintendent shall ensure that all requirements for receiving, using and accounting for state and federal funds shall be fulfilled in an accurate and timely manner.

Procurement, control, use and disposition of equipment and supplies purchased with state/federal funds shall be in full compliance with law.

Access

In addition to educational programs, the board directs that the superintendent take into consideration physical access to district facilities for students, staff and the community with disabilities in determining location of programs or planning new facilities per state and federal law.

Adopted: August 21, 2014; May 17, 2018
Revised: April 27, 2017; May 17, 2018, August 27, 2026

SPECIAL EDUCATION (continued)

Readopted: August 27, 2026

Key Words

Special Education, Disabled, Graduation Requirements, Records, Pupil Records, Student Records, Special Education Pupil Records, Parent Advisory Group

SPECIAL EDUCATION (continued)**6171.4 Special Education Policy Crosswalk**

DOE Policy #	Topic	Section	Page
Policy #1	Located, identified and evaluated	Location, Referral and Identification	5
Policy #2	Homeless students are located, identified and evaluated	Location, Referral and Identification	5
Policy #3	Evaluation	Evaluation and Determination of Eligibility	6
Policy #4	Individualized education program	Individualized Education Program	7-8
Policy #5	Least restrictive environment	Participation in Regular Educational Programs to the Maximum Extent Appropriate/ Least Restrictive Environment	9-10
Policy #6	Assessment programs	Assessment	12-13
Policy #7	Procedural safeguards	Procedural Safeguards	14-16
Policy #8	Free, appropriate public education available to students suspended or expelled	Full Educational Opportunity Discipline (also see board policy 5114 Suspension and Expulsion)	1-2 16-17
Policy #9	Early intervention programs	Early Intervention Programs	17
Policy #10	Full educational opportunity	Full Educational Opportunity	1-2
Policy #11	Student records	Compilation, Maintenance, Access to and Confidentiality of Student Records (also see board policy 5125 Student Records)	13-14
Policy #12	Participation of students and parents in nonpublic schools	Nonpublic Schools	17-18
Policy #13	Student placed in private schools/services	Placement in Private Schools	18
Policy #14	Staff qualifications	Staff Qualifications and Staff Development	18-19
Policy #15	In-service training needs for professional and paraprofessional staff	Staff Qualifications and Staff Development	18-19
Policy #16	Instructional materials will be provided to blind or print-disabled students	Required Materials and Services	11
Policy #17	Receive services from the Division of Developmental Disabilities	Required Materials and services	11
Policy #18	Electronic mail	Parental Consent, Notice, Participation, and Meetings	3-4
Policy #19	Consultation on a regular basis	Individualized Education Program	7-8
Policy #20	Stability in special education programming	5118 Foster Care and Educational Stability	

SPECIAL EDUCATION (continued)

ADDENDUM: TO 6171.4 SPECIAL EDUCATION POLICY

**NEW JERSEY DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION PROGRAMS**

**BOARD OF EDUCATION POLICIES AND PROCEDURES
FOR ELIGIBILITY UNDER PART B OF THE IDEA
FOR 2016-2017**

PART I - POLICIES

COUNTY CODE: _____ COUNTY NAME: _____

DISTRICT CODE: _____ DISTRICT NAME: _____

In accordance with Part B of the IDEA and N.J.A.C. 6A:14-1.1, N.J.A.C. 6A:14-1.2(b) and (c), the district board of education shall adopt and assure compliance with the following policies:

Policy #1:

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

Policy #2:

Homeless students are located, identified and evaluated according to N.J.A.C. 6A:14- 3.3, and are provided special education and related services in accordance with the IDEA, including the appointment of a surrogate parent for unaccompanied homeless youths as defined in 42 U.S.C. §§11431 et seq.

Policy #3:

Students with disabilities are evaluated according to N.J.A.C. 6A:14-2.5 and 3.4.

Policy #4:

An individualized education program is developed, reviewed, and as appropriate, revised according to N.J.A.C. 6A:14-3.6 and 3.7.

Policy #5:

To the maximum extent appropriate students with disabilities are educated in the least restrictive environment according to N.J.A.C. 6A:14-4.2.

Policy #6:

Students with disabilities are included in statewide and districtwide assessment programs, with appropriate accommodations, where necessary, according to N.J.A.C. 6A:14- 4.10. All students with disabilities will participate in statewide assessments or the applicable alternate assessment, in grades 3, 4, 5, 6, 7, 8, and high school in the applicable courses.

Policy #7:

Students with disabilities are afforded the procedural safeguards required by N.J.A.C. 6A:14-2.1 et seq.,

SPECIAL EDUCATION (continued)

including appointment of a surrogate parent as set forth at N.J.A.C. 6A:14-2.2, when appropriate.

Policy #8:

The rules set forth in N.J.A.C. 6A:14 ensure a free appropriate public education is available to all students with disabilities between the ages of three and 21, including students with disabilities who have been suspended or expelled from school:

1. The obligation to make a free, appropriate public education available to each eligible student begins no later than the student's third birthday and that an individualized education program is in effect for the student by that date;
2. If a child's third birthday occurs during the summer, the child's IEP team shall determine the date when services under the IEP will begin;
3. A free, appropriate public education is available to any student with a disability who needs special education and related services, even though the student is advancing from grade to grade;
4. The services and placement needed by each student with a disability to receive a free, appropriate public education are based on the student's unique needs and not on the student's disability; and
5. The services and placement needed by each student with a disability to receive a free, appropriate public education are provided in appropriate educational settings as close to the student's home as possible, and, when the IEP does not describe specific restrictions, the student is educated in the school he or she would attend if not a student with a disability.

Policy #9:

Children with disabilities participating in early intervention programs assisted under IDEA Part C who will participate in preschool programs under this chapter will experience a smooth transition and have an individualized education program developed and implemented according to N.J.A.C. 6A:14-3.3(e) and N.J.A.C. 6A:14-3.7.

Policy #10:

Full educational opportunity to all students with disabilities is provided.

Policy #11:

The compilation, maintenance, access to and confidentiality of student records are in accordance with N.J.A.C. 6A:32-7.

Policy #12:

Provision is made for the participation of students with disabilities who are placed by their parents in nonpublic schools according to N.J.A.C. 6A:14-6.1 and 6.2.

Policy #13:

Students with disabilities who are placed in private schools by the district board of education, are provided special education and related services at no cost to their parents according to N.J.A.C. 6A:14-1.1 and N.J.A.C. 6A:14-7.5(b)3.

Policy #14:

All personnel serving students with disabilities are highly qualified and appropriately certified and licensed, where a license is required, in accordance with State and Federal law, pursuant to N.J.A.C. 6A:14-1.2(b)13.

Policy #15:

SPECIAL EDUCATION (continued)

Pursuant to N.J.A.C. 6A:14-1.2(b)4, the in-service training needs for professional and paraprofessional staff who provide special education, general education or related services are identified and that appropriate in-service training is provided. The district board of education shall maintain information to demonstrate its efforts to:

1. Prepare general and special education personnel with the content knowledge and collaborative skills needed to meet the needs of children with disabilities;
2. Enhance the ability of teachers and others to use strategies, such as behavioral interventions, to address the conduct of students with disabilities that impedes the learning of students with disabilities and others;
3. 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;
4. Insure that the in-service training is integrated to the maximum extent possible with other professional development activities; and
5. Provide for joint training activities of parents and special education, related services and general education personnel.

Policy #16:

Instructional materials will be provided to blind or print-disabled students in a timely manner, consistent with a plan developed by the district.

Policy #17:

For students with disabilities who are potentially eligible to receive services from the Division of Developmental Disabilities in the Department of Human Services, the district will provide, pursuant to the Developmentally Disabled Uniform Application Act, N.J.S.A. 30:4-25.10 et seq. and N.J.A.C. 6A:14-1.2(b)17, the necessary materials to the parent to apply for such services.

Policy #18:

When the school district utilizes electronic mail, parents are informed as to whether they may use electronic mail to submit requests to school officials regarding referral, identification, evaluation, classification, and the provision of a free, appropriate public education. If this is permitted, parents shall be informed of the procedures to access the electronic mail system and that they may not utilize electronic mail to provide written consent when the district provides written notice and seeks parental consent as required by N.J.A.C. 6A:14-1.2(b)18.

Policy #19:

The school district will provide teacher aides and the appropriate general or special education teaching staff time for consultation on a regular basis as specified in each student's IEP, pursuant to N.J.A.C. 6A:14-4.5(d).

***Policy #20:**

The school district has a plan in effect to establish stability in special education programming. The plan takes into account the consistency of the location, curriculum, and staffing in the provision of special education services as required by N.J.A.C. 6A:14-3.7(c)4.

***Policy #21:**

The school district screens students who have exhibited one or more potential indicators of dyslexia or other reading disabilities in accordance with N.J.S.A. 18A:40-5.1 et seq.

PART II – PROCEDURES

SPECIAL EDUCATION (continued)

In accordance with Part B of the IDEA and N.J.A.C. 6A:14-1.1, N.J.A.C. 6A:14-1.2(b) and (c), the district board of education shall assure compliance with the following policies and related procedures below:

Policy #1:

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

AND

Policy #2:

Homeless students are located, identified and evaluated according to N.J.A.C. 6A:14-3.3, and are provided special education and related services in accordance with the IDEA, including the appointment of a surrogate parent for unaccompanied homeless youths as defined in 42 U.S.C. §§11431 et seq.

AND

Policy #7:

Students with disabilities are afforded the procedural safeguards required by N.J.A.C. 6A:14-2.1 et seq. including appointment of a surrogate parent as set forth at N.J.A.C. 6A:14-2.2, when appropriate.

Pursuant to 20 U.S.C. §1412(a)(3), procedures to locate students with disabilities (child find) must ensure that:

1. Person(s) responsible to conduct child find activities are identified.
2. Child find activities are conducted for all children ages three through 21, who reside within the district or attend nonpublic schools within the district.
3. Child find activities are conducted at least annually.
4. Child find activities (meetings, printed materials and/or public service announcements) are conducted in the native language of the population, as appropriate.
5. Child find activities address public and nonpublic students, including highly mobile students such as migrant and homeless students.
6. Child find activities for nonpublic school students are comparable to activities conducted for public school students.
 - a. Child find activities for nonpublic school children provide for consultation with appropriate representatives of the nonpublic school and parents on how to carry out these activities.
7. Child find activities include outreach to a variety of public and private agencies and individuals concerned with the welfare of students, such as clinics, hospitals, physicians, social service agencies and welfare agencies.

For charter schools, renaissance schools or state agencies, procedures must ensure that:

1. Child find activities are limited to the population of students enrolled in the charter or renaissance school or served by the state agency.
2. Person(s) to conduct child find activities are identified.
3. Child find activities are conducted at least annually.
4. Child find activities (meetings, printed materials and/or public service announcements) are conducted in the native language of the population, as appropriate.

SPECIAL EDUCATION (continued)**Procedures for interventions in the general education program must ensure that:**

1. Criteria/steps for initiating interventions in the general education program are identified.
2. Parents, teachers and other school professionals, as appropriate, are informed of the procedures to initiate interventions in the general education program.
3. Activities are in place to determine whether the interventions are effective.
4. School personnel who are responsible for the implementation/evaluation of the interventions are identified; and
5. The type, frequency, duration and effectiveness of the interventions are documented.

Procedures for referral must ensure that:

1. Steps are in place to refer students after it has been determined that interventions in the general education program are not effective in alleviating the educational difficulties.
2. Steps are in place to refer students directly to the child study team when warranted.
3. Steps are in place to refer students who may have a disability but are advancing from grade to grade.
4. Steps for initiating a referral to the child study team by school personnel identify:
 - a. The information/documentation of student performance required in the referral;
 - b. Forms, if any, that are to be submitted by school personnel;
 - c. School personnel who are responsible to process referrals; and
 - d. Timelines for processing referrals including the date that initiates the 20-day timeline for conducting the referral/identification meeting.
5. Steps for processing written referrals received from parents identify:
 - a. School personnel who are responsible to process referrals from parents; and
 - b. Timelines for processing referrals including the date that initiates the 20-day timeline for conducting the referral/identification meeting.
 - c. School personnel, parents and agencies are informed of referral procedures.

For students with disabilities potentially in need of a surrogate parent, procedures must ensure that:

1. A surrogate parent is provided to a student in accordance with N.J.A.C. 6A:14-2.2 when:
 - a. The parent of the student cannot be identified or located.
 - b. An agency of the State has guardianship of the student and that agency has not taken steps to appoint a surrogate parent for the student.
 - c. The student is a ward of the state and no State agency has taken steps to appoint a surrogate parent for the student.
 - d. No parent can be identified for the student in accordance with N.J.A.C. 6A:14-1.3 except a foster parent, the foster parent does not agree to serve as the student's parent and no State agency has taken steps to appoint a surrogate parent for the student.
 - e. The student is an unaccompanied homeless youth and no State agency has taken steps to appoint a surrogate parent for the student.
2. The district will make reasonable efforts to appoint a surrogate parent within 30 days of its determination that a surrogate parent is required for a student.
3. The district will appoint a person who will be responsible for appointing surrogate parents and overseeing the process. The responsible person will:
 - a. Determine whether there is a need for a surrogate parent for a student;
 - b. Contact any State agency that is involved with the student to determine whether the State has had a surrogate parent appointed for the student; and

SPECIAL EDUCATION (continued)

- c. Make reasonable efforts to select and appoint a surrogate parent for the student within 30 days of determining that there is a need for a surrogate parent for the student.
4. The district will establish a method for training surrogate parents that includes provision of information with respect to parental rights and procedural safeguards available to parents and students in accordance with N.J.A.C. 6A:14.
 - a. The district will appoint a person that will be responsible for training surrogate parents;
 - b. The training of surrogate parents will ensure that surrogate parents have knowledge and skills that ensure adequate representation of the child with a disability;
 - c. The training will be designed to make surrogate parents familiar with State and federal requirements for assessment, individualized education program development, and parental rights with respect to the referral and placement process, including their rights with respect to seeking a due process hearing if they disagree with the local procedure or decisions;
 - d. Surrogate parents will be provided with copies of: the Parental Rights in Special Education booklet; N.J.A.C. 6A:14; the Special Education Process; Code Training Materials from the Department of Education Website; and other relevant materials; and
 - e. Surrogate parents will be provided information to enable them to become familiar with the nature of the child's disability.
5. The district will ensure that:
 - a. All persons serving as surrogate parents have no interest that conflicts with those of the student he or she represents;
 - b. All persons serving as surrogate parents possess knowledge and skills that ensure adequate representation of the student;
 - c. All persons serving as surrogate parents are at least 18 years of age;
 - d. If the school district compensates the surrogate parent for providing such services, a criminal history review of the person in accordance with N.J.S.A. 18A:6-7.1 is completed prior to his or her serving as the surrogate parent; and
 - e. No person appointed as a surrogate parent will be an employee of the New Jersey Department of Education, the district board of education or a public or nonpublic agency that is involved in the education or case of the child.

Policy #3:

Students with disabilities are evaluated according to N.J.A.C. 6A:14-2.5 and 3.4.

Procedures:

Due to the specificity of the requirements at N.J.A.C. 6A:14-2.5 and 3.4, no additional written procedures are required.

Policy #4:

An individualized education program is developed, reviewed and as appropriate, revised according to N.J.A.C. 6A:14-3.6 and 3.7.

Procedures:

Due to the specificity of the requirements at N.J.A.C. 6A:14-2.6 and 3.7, no additional written procedures are required.

Policy #5:

SPECIAL EDUCATION (continued)

To the maximum extent appropriate, students with disabilities are educated in the least restrictive environment according to N.J.A.C. 6A:14-4.2.

Procedures:

Due to the specificity of the requirements at N.J.A.C. 6A:14-4.2, no additional written procedures are required.

Policy #6:

Students with disabilities are included in statewide and districtwide assessment programs, with appropriate accommodations, where necessary, according to N.J.A.C. 6A:14- 4.10. All students with disabilities will participate in statewide assessments or the applicable alternate assessment, in grades 3, 4, 5, 6, 7, 8, and high school in the applicable courses.

Procedures:

Due to the specificity of the requirements at N.J.A.C. 6A:14-4.10, no additional written procedures are required.

Policy #8:

A free, appropriate public education is available to all students with disabilities between the ages of three and 21, including students with disabilities who have been suspended or expelled from school.

Procedures regarding the provision of a free, appropriate public education to students with disabilities who are suspended or expelled must ensure that:

1. School officials responsible for implementing suspensions/expulsions in the district are identified.
2. Each time a student with a disability is removed from his/her current placement for disciplinary reasons, notification of the removal is provided to the case manager.
3. A system is in place to track the number of days a student with disabilities has been removed for disciplinary reasons.
4. Suspension from transportation is counted as a day of removal if the student does not attend school.
 - a. If transportation is included in the student'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.
5. Removal for at least half of the school day is reported via the Student Safety Data System (SSDS).
6. If the district has an in-school suspension program, participation in the program is **not** considered a 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.
7. When a series of short-term removals will accumulate to more than 10 school days in the year:
 - a. School officials and the case manager consult to determine whether the removals create a change of placement according to N.J.A.C. 6A:14-2.8(c)2;
 - b. Written documentation of the consultation between school officials and the case manager is maintained;
 - c. If it is determined that there is no change in placement, school officials, the case manager and special

SPECIAL EDUCATION (continued)

education teacher consult to determine the extent to which services are necessary to:

1. Enable the student to participate and progress appropriately in the general education curriculum; and
 2. Advance appropriately toward achieving the goals set out in the student's IEP; and
 3. Written documentation of the consultation and services provided is maintained.
8. Steps are in place to convene a meeting of the IEP team and, as necessary or required, conduct a functional behavioral 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 et seq.

Procedures regarding the provision of a free, appropriate public education to preschool age students with disabilities must ensure that:

Eligible preschool age children who are not participating in an early intervention program have an IEP in effect by their third birthday. Steps include:

1. Responding to referrals according to N.J.A.C. 6A:14-3.3(e)
2. Having a program in place no later than 90 calendar days from the date of consent.

Procedures regarding the provision of a free, appropriate public education to students with disabilities who are advancing from grade to grade must ensure that:

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:

1. As part of a reevaluation, the IEP team determines that the student continues to require specially designed services to progress in the general education curriculum; and
2. The use of functional assessment information supports the IEP team's determination.

Policy #9:

Children with disabilities participating in early intervention programs assisted under IDEA Part C who will participate in preschool programs under this chapter will experience a smooth transition and have an individualized education program developed and implemented according to N.J.A.C. 6A:14-3.3(e) and N.J.A.C. 6A:14-3.7.3

1. A child study team member of the district will participate in the preschool transition planning conference arranged by the designated service coordinator from the early intervention system and will:
 - a. Review the Part C Individualized Family Service Plan for the child;
 - b. Provide the parent(s) written district registration requirements;
 - c. Provide the parents 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 Part C service coordinator will be invited to the initial IEP meeting for a student transitioning from Part C to Part B.

Policy #10:

Full educational opportunity to all students with disabilities is provided.

Procedures:

SPECIAL EDUCATION (continued)

Due to the specificity of the requirements at N.J.A.C. 6A:14-1.1, no additional written procedures are required.

Policy #11:

The compilation, maintenance, access to and confidentiality of student records are in accordance with N.J.A.C. 6A:32-7.

Procedures:

Due to the specificity of the requirements at N.J.A.C. 6A:32-7, no additional written procedures are required.

Policy #12:

Provision is made for the participation of students with disabilities who are placed by their parents in nonpublic schools according to N.J.A.C. 6A:14-6.1 and 6.2.

Procedures:

Due to the specificity of the requirements at N.J.A.C. 6A:14-6.1 and 6.2, no additional written procedures are required.

Policy #13:

Students with disabilities who are placed in private schools by the district board of education, are provided special education and related services at no cost to their parents according to N.J.A.C. 6A:14-1.1(d) and N.J.A.C. 6A:14-7.5(b)3.

Procedures:

Due to the specificity of the requirements at N.J.A.C. 6A:14-1.1 and 7.5(b)3, no additional written procedures are required.

Policy #14:

All personnel serving students with disabilities are highly qualified and appropriately certified and licensed, where a license is required, in accordance with State and Federal law.

Procedures:

Due to the specificity of the requirements at N.J.A.C. 6A:14-1.2(b)13, no additional written procedures are required.

Policy #15:

The in-service training needs for professional and paraprofessional staff who provide special education, general education or related services are identified and that appropriate in-service training is provided. The district board of education shall maintain information to demonstrate its efforts to:

1. Prepare general and special education personnel with the content knowledge and collaborative skills needed to meet the needs of children with disabilities;
2. Enhance the ability of teachers and others to use strategies, such as behavioral interventions, to address the conduct of students with disabilities that impedes the learning of students with disabilities and others;
3. 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

SPECIAL EDUCATION (continued)

- will, if appropriate, adopt promising practices, materials and technology;
4. Insure that the in-service training is integrated to the maximum extent possible with other professional development activities; and
 5. Provide for joint training activities of parents and special education, related services and general education personnel.

Procedures:

Due to the specificity of the requirements at N.J.A.C. 6A:14-1.2(b)14, no additional written procedures are required.

Policy #16:

Instructional materials will be provided to blind or print-disabled students in a timely manner.

Instructional materials will be provided to blind or print-disabled students in accordance with a plan developed by the district. The plan will be the Individualized Education Program of each student with a disability, which will set forth the instructional materials needed, how they will be provided, and address any assistive technology needed to permit the student to utilize the materials.

Policy #17:

For students with disabilities who are potentially eligible to receive services from the Division of Developmental Disabilities in the Department of Human Services, the district will provide, pursuant to the Uniform Application Act, N.J.S.A. 30:4-25.10 et seq., the necessary materials to the parent to apply for such services.

Procedures:

Due to the specificity of the requirements at N.J.A.C. 6A:14-1.2(b)17, no additional written procedures are required.

Policy #18:

When the school district utilizes electronic mail, parents are informed as to whether they may use electronic mail to submit requests to school officials regarding referral, identification, evaluation, classification, and the provision of a free, appropriate public education. If this is permitted, parents shall be informed of the procedures to access the electronic mail system and that they may not utilize electronic mail to provide written consent when the district provides written notice and seeks parental consent as required by N.J.A.C. 6A:14.

Procedures:

Due to the specificity of the requirements at N.J.A.C. 6A:14-1.2(b)18, no additional written procedures are required.

Policy #19:

The school district will provide teacher aides and the appropriate general or special education teaching staff time for consultation on a regular basis as specified in each student's IEP.

Procedures:

Due to the specificity of the requirements at N.J.A.C. 6A:14-4.5(d), no additional written procedures are required.

***Policy #20:**

SPECIAL EDUCATION (continued)

The school district has a plan in effect to establish stability in special education programming. The plan takes into account the consistency of the location, curriculum, and staffing in the provision of special education services.

Procedures:

Due to the specificity of the requirements at N.J.A.C. 6A:14-3.7(c)4, no additional written procedures are required.

***Policy #21:**

The school district screens students who have exhibited one or more potential indicators of dyslexia or other reading disabilities in accordance with N.J.S.A. 18A:40-5.1 et seq. The district board of education shall maintain information to demonstrate its efforts to:

1. Select and implement age-appropriate screening instruments for the early diagnosis of dyslexia and other reading disabilities;
2. Ensure that each student enrolled in the district who has exhibited one or more potential indicators of dyslexia or other reading disabilities is screened for dyslexia and other reading disabilities using the selected screening tool no later than the student's completion of the first semester of second grade;
3. Develops a procedure to screen eligible newly-enrolled students in accordance with the legislation;
4. Ensures the screening is administered by a teacher or other teaching staff member properly trained in the screening process for dyslexia and other reading disabilities; and
5. Ensures that students who are diagnosed with dyslexia or other reading disability receive appropriate evidence-based interventions.

Legal References: N.J.S.A. 10:5-1 et seq.
N.J.S.A. 18A:46-1 et seq.
See particularly:
N.J.S.A. 18A:46-1.4
N.J.S.A. 18A:46-13
N.J.S.A. 18A:46A-1 et seq.
N.J.A.C. 5:23-1 et seq.
N.J.A.C. 6A:7-1.7
N.J.A.C. 6A:8-1.2
N.J.A.C. 6A:8-1.3
N.J.A.C. 6A:8-3.1
N.J.A.C. 6A:8-4.1 et seq.

N.J.A.C. 6A:8-5.1 et seq.

N.J.A.C. 6A:9B-1.1 et seq.
See particularly:
N.J.A.C. 6A:9B-11.4
N.J.A.C. 6A:14-1.1 et seq.
N.J.A.C. 6A:15-1.4

N.J.A.C. 6A:23A-1.1 et seq.
See particularly:
N.J.A.C. 6A:23A-17.4 to -17.7,
-18.1 et seq.
N.J.A.C. 6A:26-6.1 et seq.
Facilities
N.J.A.C. 6A:30-1.1 et seq.

Law Against Discrimination
Classes and Facilities for Handicapped Children

Written Statement Concerning IEP Review

Auxiliary Services
Uniform construction code
Equality in school and classroom practices
Scope
Definitions
Curriculum and instruction
Implementation of the Statewide Assessment System
Implementation of Graduation Requirements

State board of examiners and certification

Teacher of students with disabilities
Special Education
Bilingual programs for limited English proficient students
Fiscal accountability, efficiency and budgeting procedures

Planning and Construction Standards for School

Evaluation of the Performance of School Districts

SPECIAL EDUCATION (continued)

<u>N.J.A.C. 6A:32-7.1 et seq.</u>	Student Records
<u>N.J.A.C. 6A:32-8.3</u>	School attendance
<u>N.J.A.C. 6A:33-1.1 et seq.</u>	School attendance

[NJDOE Memorandum “Guidance on Additional Annual IEP Meeting Notice Requirements”, August 6, 2025](#), last accessed 3/19/2026

Every Student Succeeds Act, Pub. L. 114-95, 20 U.S.C.A. 6301 et seq.

20 U.S.C.[A.] 1400 et seq. - 1990 Individuals With Disabilities Education Act, P.L. 101-476 (formerly Education for All Handicapped Children Act--Part B)

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

34 CFR 76.1 et seq. - General Administrative Regulation [EDGAR]

34 CFR 77.1 et seq. - General Administrative Regulation [EDGAR]

34 CFR 300 - Assistance to States for the Education of Children with Disabilities (IDEA Regulations)

International Building Code 2015, New Jersey Edition; Frist Printing: September 2015; ISBN: 978-1-60983-156-1; Copyright 2015, International Code Council, Inc.

Agostini v. Felton, 521 U.S. 203 (1997), overruling Aguilar v. Felton, 473 U.S. 402 (1985)

Honig v. Doe, 484 U.S. 305 (1988)

Oberti v. Board of Education of Clementon School District, 995 F.2d 1204, 1216-17 (C. A.3 1993)

Cedar Rapids Community School District v. Garrett F., 526 U.S. 66 (1999)

Possible

<u>Cross References:</u>	*1120	Board of education meetings
	*4112.2	Certification
	*4131/4131.1	Staff development; inservice education/visitations/conferences
	*5114	Suspension and expulsion
	*5120	Assessment of individual needs
	*5125	Pupil records
	*5131	Conduct/discipline
	*5200	Nonpublic school pupils
	*6121	Nondiscrimination/affirmative action
	*6145	Extracurricular activities
	*6151	Class size
	*6164.2	Guidance services
	*6164.4	Child study team
	*9322	Public and executive sessions

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

WOODBRIIDGE TOWNSHIP BOARD OF EDUCATION
Woodbridge, New Jersey

FILE CODE: 3510

 X **Monitored**

 X **Mandated**

 X **Other Reasons**

Policy

OPERATION AND MAINTENANCE OF PLANT

The Woodbridge Township Board of Education is responsible for providing school facilities that are safe from hazards; sanitary; properly equipped, lighted and ventilated; and aesthetically suited to promoting the goals of the district. School buildings and site accommodations shall include provisions for individuals with disabilities pursuant to law and regulations.

The superintendent shall ensure the development and enforcement of detailed regulations for the safe and sanitary operation of the buildings and grounds. The regulations shall be reviewed and adopted by the board, and provided to all staff annually at the beginning of each school year and when any revisions are formulated.

The superintendent and board secretary shall develop a multiyear comprehensive maintenance plan for board approval, to be updated annually.

The district shall ensure barrier free access for all students, staff and visitors to school facilities.

Work Order System

The district shall have an automated work order system for prioritizing, performing and recording all maintenance and repair request for all district buildings and grounds.

- A. The superintendent or designee shall establish in the standard operating procedures for business functions the approval and prioritization of work order requests which take into account the health and safety of building occupants, priorities and objectives established annually to carry out the district Strategic Plan, the need for the work requested, and other factors the district deems appropriate;
- B. The work order system shall include the following information for a request for work before work begins, except in an emergency where the work is necessary to correct a situation that poses an imminent threat to the health or building occupants:
 - 1. The name of the person making the request;
 - 2. The date of the request;
 - 3. The appropriate approval(s) as established by Standard Operating Procedures (SOP);
 - 4. The date of approval(s);
 - 5. The location of work requested;
 - 6. The priority level (for example, urgent, high, average, low);
 - 7. The scheduled date(s) of service;
 - 8. The trade(s) needed such as general maintenance worker; custodian; carpenter; plumber; electrician; heating, ventilation and air conditioning (HVAC); grounds; roofer; masonry; glazer; other;
 - 9. A description of the work requested;
 - 10. A projection of the materials and supplies needed for the work;
 - 11. The estimated man hours needed to complete task;
 - 12. The name of the work order assigner; and
 - 13. The name of the employee(s) working on the order.

OPERATION AND MAINTENANCE OF PLANT (continued)

C. The work order system shall include the following close-out information for each request for work:

1. The actual hours worked by date for each assigned staff member;
2. The actual hourly rate paid, both regular and over-time, for each assigned staff member;
3. The aggregate cost of labor by regular, over-time and total;
4. The actual materials and supplies needed to complete the work order;
5. Actual cost of materials and supplies; and
6. The name of the employee responsible for attesting that the job was completed satisfactorily.

D. Except where prohibited by collective bargaining agreement, the SOP shall require for any work, which cannot be completed during regular working hours by the needed completion date, an assessment of the cost-benefit of outsourcing any such work in excess of the quote threshold as determined under N.J.S.A. 18A:18A-37;

E. Where, according to the assessment, the cost of outsourcing work is less than the in-house estimated cost of labor, at over-time rates, and materials for the same work, the work shall be outsourced provided the work can be contracted in accordance with N.J.S.A. 18A:18A-1 et seq., completed by the projected completion date contained in the prioritized work order system and does not violate the terms of the collective bargaining agreement for maintenance workers and/or custodians;

F. The business administrator/board secretary in consultation with the supervisor responsible for this work shall conduct an analysis of the information in the work order system no later than February 1 of the prebudget year for consideration during budget preparation. The analysis should include productivity of staff as a whole and individually, significant variations between estimated labor time and materials and actual labor time and materials, unusual trends for like projects and other factors that will improve productivity and efficiency.

Ventilation Systems

Schools and districts must ensure that their indoor facilities have adequate ventilation, including operational heating, and ventilation systems where appropriate. Recirculated air must have a fresh air component. Open windows must be available if air conditioning is not provided and filter(s) for A/C units must be maintained and changed according to manufacturer recommendations.

Facilities Cleaning Procedures to Reduce the Spread of Contagion

The building principal in consultation with the maintenance supervisor shall develop a procedure for increased, routine cleaning and disinfection. The procedure shall include cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used, and shall address:

A. Routinely cleaning and disinfecting surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g., doorknobs, light switches, classroom sink handles, countertops). Examples of frequently touched areas in schools:

1. Classroom desks and chairs;
2. Lunchroom tables and chairs;
3. Door handles and push plates;
4. Handrails;
5. Kitchens and bathrooms;
6. Light switches;
7. Handles on equipment (e.g. athletic equipment);
8. Buttons on vending machines and elevators;
9. Shared telephones;
10. Shared desktops;

OPERATION AND MAINTENANCE OF PLANT (continued)

11. Shared computer keyboards and mice;
 12. Drinking fountains;
 13. School bus seats and windows; and
 14. Playground equipment.
- B. Using all cleaning products in accordance with directions on the label. For disinfection most common EPA-registered household disinfectants should be effective. Whenever possible the list of products that are [EPA-approved for use against the virus that causes COVID-19](#) (available on the EPA's website) shall be used. The manufacturer's instructions for all cleaning and disinfection products (e.g., concentration, application method and contact time, etc.) shall be used.
- C. Sanitizing bathrooms daily, or between use as much as possible, using [protocols outlined by the Environmental Protection Agency \(EPA\)](#). Additional considerations regarding bathrooms include:
1. Limiting the number of students who can enter at once in order to avoid crowds;
 2. Designating staff members to enforce limited capacity and avoid overcrowding;
 3. Installing no-touch foot pedal trash cans, if possible;
 4. Propping doors open to avoid touching handles; and
 5. Including appropriate signage about the benefits of handwashing.
- D. Cleaning and sanitizing drinking fountains and encouraging staff and students to bring their own water to minimize the use and touching of water fountains;
- E. Making hand sanitizer available at the school bus entrance for each student to use when boarding. Similarly, students must be required to wear face coverings while riding on the bus if social distancing or physical barriers cannot be maintained;
- F. Maintaining hand-sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol):
1. In each classroom (for staff and older children who can safely use hand sanitizer);
 2. At entrances and exits of buildings;
 3. Near lunchrooms and toilets.
- G. Supervising children ages 5 and younger when using hand sanitizer;
- H. For classrooms with existing handwashing facilities, preparing stations with soap, water and alcohol-based hand sanitizers (at least 60% alcohol);
- I. Reminding bus drivers to take certain personal hygiene actions (e.g., frequent hand washing) and affording them the opportunity to do so (such as having sufficient time between routes);
- J. Cleaning and sanitizing district vehicles including seats, rails and any highly touched surfaces before each run.
- K. Requiring contracted transportation providers to clean and sanitize seats, rails and highly touched surfaces touched before each run. The district shall collaborate with the contracted service provider to develop these procedures and ensure that they are consistently followed; a checklist may be developed to ensure compliance. The contracted service provider shall collaborate with the district in establishing cleaning/sanitation protocols that are consistent with social distancing practices. The contracted service provider shall ensure that employees are fully trained in the implementation of the established protocols:
1. All personnel responsible for cleaning school buses shall document the cleaning/sanitizing measures taken. Personnel are required to:
 - a. Demonstrate an understanding of the established protocols that must be taken to properly clean and sanitize the bus; and

OPERATION AND MAINTENANCE OF PLANT (continued)

- b. Provide a certification that, before the route commenced, the required was process completed as required.
- 2. The procedures will identify sanitizing agents that may be used and will be limited to products included on the U.S. Environmental Protection Agency's list of products that have shown to be effective against COVID-19.
- 3. These procedures will likely include two stages: cleaning, which removes dirt and germs from surfaces, and disinfecting, which kills germs on surfaces that remain after cleaning.
- L. Routinely cleaning and disinfecting furniture, recognizing the varying materials used in furniture in each school building;
- M. Providing EPA-registered disposable wipes to teachers and staff so that commonly used surfaces (e.g., keyboards, desks, remote controls) can be wiped down before use;
- N. On a regular basis, ordering and stocking adequate supplies to support cleaning and disinfection practices.
- O. Ensuring that cleaning and disinfection supplies are used and stored correctly and safely. This includes storing products securely away from children, while ensuring appropriate ventilation so students and staff are not exposed to toxins or fumes.
- P. Placing physical barriers, such as plastic flexible screens, in classrooms, school buses, restrooms and other areas where social distancing cannot be maintained.
- Q. Cleaning and disinfecting a school building after a person has been identified as COVID-19 positive:

The district may need to implement short-term closure procedures in a school regardless of community spread if an infected person has been in a school building. If this happens, the CDC-recommended procedures shall be followed:

- 1. Close off areas used by a sick person and do not use before cleaning and disinfection;
- 2. Wait 24 hours before cleaning and disinfecting. If it is not possible to wait 24 hours, wait as long as possible;
- 3. Open outside doors and windows to increase air circulation in the area; and
- 4. Cleaning staff will clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill persons, focusing especially on frequently touched surfaces.

Additional training shall be provided to the personnel responsible for cleaning and sanitizing school buses and facilities as necessary. Topics may include proper use of cleaning and disinfecting agents, the cleaning schedule for various surfaces, and safety precautions that need to be taken (e.g., ensuring adequate ventilation while cleaning and sanitizing).

Safe Drinking Water

The board of education shall assure the availability of potable drinking water through sanitary means in school facilities or upon school grounds in accordance with the Safe Drinking Water Act (N.J.S.A. 58:12A-1 et seq., N.J.A.C. 6A:26-6, and N.J.A.C. 7:10 et seq.). In accordance with law and board policy 3516 Safety, the board shall test all drinking water outlets, make the results publically available and notify parents/guardians and the New Jersey Department of Education

The board of education directs the chief school administrator to ensure the development of lead sampling plan with sample collection is consistent with the district's Quality Assurance Project Plan (QAPP) and to ensure that QAPP is signed by the laboratory certified to sample the district's water, the individual responsible for conducting the sampling and is presented to the board for signature.

OPERATION AND MAINTENANCE OF PLANT (continued)

Within 24-hours after the board has reviewed and verified the final laboratory results of the sampling, the board shall ensure that test results are publicly available at the school facility and on the board's website. If any laboratory results exceed the permissible lead action level, the board shall provide written notification to the parents/guardians of all students attending that facility as well as to the Department of Education. The notice must include measures taken to curtail immediately the use of any drinking water outlet where lead levels exceed the permissible action level, measures taken to ensure that alternate drinking water is available to all students and staff, and information regarding the health effects of lead.

Within six years of the adoption of this policy, and within each six-year period thereafter, the board must test all drinking water outlets; sampling shall be prioritized in facilities previously identified with excessive lead results or identified as high risk in the sampling plan.

~~Annually~~ **By June 30th each year**, the board must submit to the Department of Education, a statement of assurance that lead testing was completed in accordance with existing Department of Education regulations and that where required, alternate drinking water is available to students and staff.

District boards of education may request an exemption from the testing requirements if they can demonstrate that they do not use any drinking water outlets for consumption or food preparation in any of their facilities. District boards of education seeking an exemption pursuant to this provision shall submit an application to the Department of Education documenting that no drinking water outlets are used in their facilities and the provisions for an alternative source of drinking water. A district board of education receiving an exemption from the Department from testing shall make available for public inspection at the school facility and on the district board of education's website, if applicable, confirmation that the district board of education is exempt from testing. By June 30 of each required testing school year a district board of education shall either begin testing procedures or reapply for an exemption

Integrated Pest Management

The New Jersey School Integrated Pest Management Act of 2002 requires schools to implement a school integrated pest management policy. As per this policy, the board and the superintendent shall implement Integrated Pest Management (IPM) procedures to control pests and minimize exposure of children, faculty, and staff to pesticides. The Woodbridge Township School District shall develop and maintain an IPM plan as part of the school's policy.

Integrated Pest Management Procedures in Schools

Implementation of IPM procedures will determine when to control pests and whether to use mechanical, physical, cultural, biological or chemical methods. Applying IPM principles prevents unacceptable levels of pest damage by the most economical means and with the least possible hazard to people, property, and the environment.

Each school shall consider the full range of management options, including no action at all. Non-pesticide pest management methods are to be used whenever possible. The choice of using a pesticide shall be based on a review of all other available options and a determination that these options are not effective or not reasonable. When it is determined that a pesticide must be used, low impact pesticides and methods are preferred and shall be considered for use first.

Development of IPM Plans

The school IPM plan is a blueprint of how the Woodbridge Township School District will manage pests through IPM methods. The school's IPM plan states the school's goals regarding the management of pests and the use of pesticides. It reflects the school's site-specific needs. The IPM plan shall provide a description of how each component of the school IPM policy will be implemented at the school. The superintendent, in collaboration with the school building administrator, shall be responsible for the development of the IPM plan for this school.

IPM Coordinator

OPERATION AND MAINTENANCE OF PLANT (continued)

The superintendent shall designate an integrated pest management coordinator, who is responsible for the implementation of the school integrated pest management policy.

Education/Training

The school community will be educated about potential pest problems and IPM methods used to achieve the pest management objectives.

The IPM coordinator, other school staff and pesticide applicators involved with implementation of the school IPM policy will be trained in appropriate components of IPM as it pertains to the school environment.

Students, parents/guardians will be provided information on this policy and instructed on how they can contribute to the success of the IPM program.

Record Keeping

Records of pesticide use shall be maintained on site to meet the requirements of the state regulatory agency and the school board.

Records shall also include, but are not limited to, pest surveillance data sheets and other non-pesticide pest management methods and practices utilized.

Notification/Posting

The superintendent of the Woodbridge Township School District, is responsible for timely notification to students' parents or guardians and the school staff of pesticide treatments pursuant to the School IPM Act.

Re-entry

Re-entry to a pesticide treated area shall conform to the requirements of the School IPM Act.

Pesticide applicators

The IPM coordinator shall ensure that applicators follow state regulations, including licensing requirements and label precautions, and must comply with all components of the School IPM Policy.

Evaluation

Annually, for public schools, the superintendent will report to the board on the effectiveness of the IPM plan and make recommendations for improvement as needed. The board directs the superintendent to develop regulations/ procedures for the implementation of this policy.

Adopted:	January 22, 2004
NJSBA Review/Update:	November 2011
Readopted:	August 21, 2014; November 17, 2016; August 17, 2017
Revised:	August 27, 2026 (FIRST READING)

Key Words

Operation and Maintenance of Plant, Buildings and Grounds, Maintenance

OPERATION AND MAINTENANCE OF PLANT (continued)

<u>Legal References:</u>	<u>N.J.S.A.</u> 13:1F-19 through -33 <u>N.J.S.A.</u> 18A:17-49 through -52	<u>School Integrated Pest Management Act</u>
	<u>N.J.S.A.</u> 18A:18A-1 et seq. <u>N.J.S.A.</u> 18A:18A-37 <u>N.J.S.A.</u> 18A:22-8 <u>N.J.S.A.</u> 34:5A-1 et seq. <u>N.J.S.A.</u> 34:6A-25 et seq.	Buildings and grounds supervisors to be certified educational facilities managers Public schools contracts law Award of purchases, contracts, agreements Contents of budget; program budgeting system <u>Worker and Community Right to Know Act</u> <u>New Jersey Public Employees Occupational Safety and Health Act</u>
	<u>N.J.A.C.</u> 5:23-1 et seq. <u>N.J.A.C.</u> 6A:23A-1 et seq.	The uniform construction code Fiscal accountability, efficiency and budgeting procedures
	<u>See Particularly:</u> <u>N.J.A.C.</u> 6A:23A-6.9	Facilities maintenance and repair schedule and accounting
	<u>N.J.A.C.</u> 6A:26-12.1 et seq. <u>See particularly:</u>	Operation and Maintenance of Facilities
	<u>N.J.A.C.</u> 6A:26-12.2(a)1, 2 <u>N.J.A.C.</u> 6A:30-1.1 et seq. <u>N.J.A.C.</u> 7:30-13.1 et seq.	Evaluation of the Performance of School Districts Integrated Pest Management
	20 <u>U.S.C.A.</u> 4071 et. seq.	Equal Access Act

International Building Code 2015, New Jersey Edition, First Printing September 2015
ISBN: 978-1-60983-156-1; Copyright 2015, International Code Council, Inc.

2025-2026 Statement of Assurance Submission for Lead in School Drinking Water

Possible

<u>Cross References:</u>	*1410 Local units *2240 Research, evaluation and planning *3000/3010 Concepts and roles in business and noninstructional operations; goals and objectives *3516 Safety *5141 Health 6161 Equipment, books and materials *7110 Long-Range facilities planning *9130 Committees
---------------------------------	---

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

WOODBRIIDGE TOWNSHIP BOARD OF EDUCATION
Woodbridge, New Jersey

FILE CODE: 3516

 X **Monitored**

 X **Mandated**

 X **Other Reasons**

Policy

SAFETY

The superintendent shall develop rules governing school safety which shall include but not be limited to: student safety in school; care of injured students; vehicle safety programs; plant safety including removal and/or encapsulation of asbestos; labeling and storage of hazardous substances; emergency procedures; student safety in transit to and from school; and eye protection. In addition, students shall be provided with safety instruction in accordance with the law.

Use and Storage of Hazardous Substances

The Woodbridge Township Board of Education shall not allow the use of any hazardous substances in or on any of the buildings or grounds of this district when children are present, except in emergencies. A list of substances that are legally exempted from this requirement can be obtained from the superintendent.

The superintendent shall inform the board when hazardous substances may be used when children are present, and the board shall determine if an emergency situation exists and such use is warranted.

If any hazardous substance is stored on any school site, the superintendent shall make available the hazardous substance fact sheet for that substance to any one who requests it.

At least two days prior to the start of any construction activity involving hazardous substances, the superintendent shall post on a bulletin board at the school a notice that such construction will take place. The notice will state the activity to be conducted and the hazardous substance(s) to be used.

The superintendent shall ensure that all parents/guardians receive a notice at least once a year informing them of the following:

- A. Notice of any construction or other activities involving hazardous substances will be posted on the bulletin board of their children's school;
- B. Hazardous substances may be stored at the school at various times throughout the year;
- C. Hazardous substance fact sheets for any of the hazardous substances being used or stored are available at the school.

Soil Contamination on School Property

The board shall ensure that notice of soil contamination on school property is provided. Notice will be provided to each parent or guardian of a student enrolled at the school, and to each staff member of the school. Notice will be provided within 10 business days of the discovery of the soil contamination, when the contamination is found by the Department of Environmental Protection or a licensed site remediation professional to exceed the department's direct contact soil remediation standards for residential use.

The notice shall include:

- A. A description of the soil contamination and the conditions under which a student or staff member may be exposed to the contamination;
- B. A description and timetable of the steps that have been taken and will be taken to ensure that there is no contact by any student or staff member with the contamination;

SAFETY (continued)

- C. A description and timetable of the steps that have been taken and will be taken to remediate the soil contamination.

The notice may be provided by:

- A. Written notice sent home with the student and provided to the staff member;
- B. Telephone call;
- C. Direct contact;
- D. Electronic mail.

The district shall also post a copy of the notice in a conspicuous location near the site of the contamination to notify any other users of the school grounds of the existence of the contamination.

Safe Drinking Water

The board of education shall assure the availability of potable drinking water through sanitary means in school facilities or upon school grounds in accordance with the Safe Drinking Water Act (N.J.S.A. 58:12A-1 et seq.).

The board directs that lead sampling and analysis be conducted in all drinking water outlets to which a student or staff member has or may have access, in each school facility, other facility, or temporary facility no later than July 13, 2017. Sampling shall be conducted according to the lead sampling plan.* The lead sampling plan shall include:

- A. A plumbing survey for each facility that identifies how water enters and flows through each facility, the types of plumbing materials used in the facility, such as the service line, piping, solder, fixtures, drinking water outlets where students or staff have or may have access, and point of use treatment, such as drinking water filters;
- B. The names and responsibilities of all individuals involved in sampling; and
- C. The following sampling procedures:
 - 1. Samples shall be taken after water has sat, undisturbed in the school pipes for at least eight hours but no more than 48 hours before the sample is taken;
 - 2. At least eight hours prior to sampling, signs shall be posted to indicate that water shall not be used and access to the buildings subject to the sampling shall be restricted to all but authorized staff members;
 - 3. Existing aerators, screens, and filters shall not be replaced or removed prior to or during sampling; and
 - 4. All samples shall be collected in pre-cleaned high-density polyethylene (HDPE) 250 milliliter (mL) wide-mouth single-use rigid sample containers that are properly labeled.

The board shall test all drinking water outlets within six years following the initial testing and every six years thereafter. Sampling shall be prioritized in buildings and facilities that previously had outlets with results above the action level or identified in the plumbing profile as high risk for lead. The water outlets in these buildings and facilities shall be sampled first in accordance with the sampling plan. In addition, sampling for lead shall be conducted after the replacement of any drinking water outlet or any other alteration to plumbing or service lines that may impact lead levels at the outlet.

*See Resources below. The lead sampling plan, <http://www.nj.gov/dep/watersupply/pdf/techguide.pdf>

Drinking Water Sample Analysis

SAFETY (continued)

Analysis of water samples shall be conducted by a certified laboratory to analyze for lead in drinking water. The laboratory shall use an approved analytical method pursuant to the Federal Safe Drinking Water Act at 40 CFR 141.23(k)(1). Sample analysis shall be conducted in accordance with a Quality Assurance Project Plan (QAPP)**, which shall be signed by the board of education, the certified laboratory, and the individual responsible for conducting sampling. The QAPP shall include:

- A. Identification of analytical methods;
- B. Chain of custody procedures;
- C. Data validation and reporting processes;
- D. Detection limits;
- E. Reporting to three significant figures;
- F. Field blanks; and
- G. Quality control measures required by the certified method

** See Resources below. Quality Assurance Project Plan (QAPP) at <http://www.nj.gov/dep/watersupply/pdf/techguide.pdf>

Water Sample Analysis Results: Notifications

Within 24 hours after the board has reviewed and verified the final laboratory results, the board shall make the test results of all water samples publicly available at the school facility and on the district website. If any results exceed the permissible lead action level, written notification shall be provided to the parents/guardians of all students attending the facility, as well as to the New Jersey Department of Education (NJDOE). This notification shall include a description of the measures taken by the board to:

- A. Immediately end use of each drinking water outlet where water quality exceeds the permissible lead action level;
- B. Ensure that alternate drinking water has been made available to all students and staff members, and information regarding the health effects of lead is provided.

The board shall by June 30th annually submit a statement of assurance to the NJDOE that lead testing was completed, that notifications were provided, and that alternate drinking water continues to be made available to all students and staff in accordance law and board policy.

District boards of education may request an exemption from the testing requirements if they can demonstrate that they do not use any drinking water outlets for consumption or food preparation in any of their facilities. District boards of education seeking an exemption pursuant to this provision shall submit an application to the Department of Education documenting that no drinking water outlets are used in their facilities and the provisions for an alternative source of drinking water. A district board of education receiving an exemption from the Department from testing shall make available for public inspection at the school facility and on the district board of education's website, if applicable, confirmation that the district board of education is exempt from testing. By June 30 of each required testing school year a district board of education shall either begin testing procedures or reapply for an exemption

Within six years of the adoption of this policy, and within each six-year period thereafter, the board must test all drinking water outlets; sampling shall be prioritized in facilities previously identified with excessive lead results or identified as high risk in the sampling plan.

SAFETY (continued)Implementation

Rules and procedures implementing this policy shall be reviewed and adopted by the board as required by law and shall be disseminated to staff and students annually, and whenever any changes are made.

Adopted: December 21, 1978
 NJSBA Review/Update: November 2011
 Readopted: August 21, 2014; August 17, 2017
 Revised: August 27, 2026 (FIRST READING)

Key Words

Safety, Employee Safety, Asbestos, Hazardous Materials, Student Safety

Legal References: N.J.S.A. 18A:6-2 Instruction in accident and fire prevention
 N.J.S.A. 18A:11-1 General mandatory powers and duties
 N.J.S.A. 18A:17-42 et seq. Public School Safety Law
 N.J.S.A. 18A:40-12.1, -12.2 Protective eye devices required for teachers, students and visitors in certain cases
 N.J.S.A. 18A:41-1 et seq. Fire Drills and Fire Protection
 See particularly:
 N.J.S.A. 18A:41-5
 N.J.S.A. 18A:42-1 Safety patrol by students
 N.J.S.A. 18A:54-20 Powers of board (county vocational schools)
 N.J.S.A. 34:5A-1 et seq. Worker and Community Right to Know Act
 See particularly:
 N.J.S.A. 34:5A -10.1 through -10.5
 N.J.S.A. 34:6A-25 et seq. New Jersey Public Employees Occupational Safety and Health Act
 N.J.S.A. 58:10B-24.6 et seq. Hazardous discharge site remediation
 N.J.A.C. 5:23-7 Barrier free subcode of the uniform construction code
 N.J.A.C. 6A:16-1.4 District policies and procedures
 N.J.A.C. 6A:19-6.1 et seq. Safety and Health Standards
 N.J.A.C. 6A:26-1.1 et seq. Educational Facilities
 See particularly:
 N.J.A.C. 6A:26-12.1 et seq.
 N.J.A.C. 6A:27-12.2 Accident reporting
 N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts
 N.J.A.C. 6A:32-12.1 Reporting requirements
 N.J.A.C. 7:10-1 et seq. Safe Drinking Water Act
 N.J.A.C. 7:30-13.1 et seq. Integrated Pest Management

International Building Code 2015, New Jersey Edition; First Printing: September 2015; ISBN: 978-1-60983-156-1; Copyright 2015, International Code Council, Inc.

2025-2026 Statement of Assurance Submission for Lead in School Drinking Water

Possible

Cross References: *1330 Use of school facilities
 *1410 Local units
 *3510 Operation and maintenance of plant

SAFETY (continued)

- *5141.1 Accidents
- *5142 Student safety
- *5142.1 Safety patrols
- *6114 Emergencies and disaster preparedness
- *6142.12 Career education
- *7110 Long-range facilities planning

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

Policy

HEALTH

The board of education believes that good health is vital to successful learning. In order to help district pupils achieve and maintain good health, the board directs the chief school administrator to develop pupil health services that employ professional personnel and interact with both parents/guardians and community health agencies. The program shall include but not be limited to:

- A. Employment of a medical inspector to perform those duties required by law, and to advise the chief school administrator on all matters affecting the health of pupils;
- B. Employment of at least one certified school nurse to assist with physical examinations; conduct biennial scoliosis screening; conduct an audiometric screening; maintain pupil health records; observe and recommend to the principal the exclusion of pupils who show evidence of communicable disease or who have not submitted acceptable evidence of immunizations; instruct teachers on communicable diseases and other health concerns; train and supervise the emergency administration of epinephrine for school staff who have been designated as delegates; supervise other nursing tasks; provide appropriate response to Do Not Resuscitate (DNR) orders; maintain valid, current Cardiopulmonary Resuscitation (CPR) certification; review and summarize health and medical information for the Child Study Team; write and update annually the accommodation plan under Section 504 for any student who requires one;
- C. Provision of proper and adequate facilities, equipment and supplies for professional health personnel and other staff;
- D. Establishment of a system of pupil health records in compliance with state law;
- E. Implement the New Jersey Student Learning Standards in physical education, health, family life, safety, and use of drugs, alcohol, tobacco and anabolic steroids; recommendations for appropriate equipment and supplies to teach such courses;
- F. Development of rules and procedures to foster good pupil health, and periodic dissemination of these rules and procedures to the staff;
- G. Development of a program to provide safe drinking water and otherwise to maintain the buildings, grounds, facilities and equipment of the district in sanitary condition in accordance with law;
- H. Development and enforcement of an eye protection program as required by statute and administrative code;
- I. A regular report to the board on progress and accomplishments in the field of pupil health;
- J. Health services to staff that support pupil health;
- K. Provision of emergency services for injury and sudden illness;
- L. Provision for required physical examinations including an examination to certify that a pupil returning to school after suffering a contagious/infectious condition or illness is no longer a threat to the health of others;
- M. Development of all regulations and procedures necessary for evaluation of pupils suspected of being under the influence of drugs/alcohol, tobacco or anabolic steroids;
- N. Encouragement of correction of defects through fully informing pupils and parents/guardians concerning the findings of health examinations for scoliosis;

HEALTH (continued)

- O. Preparation for the potential disruption of a pandemic flu outbreak, such as avian flu, by filling out a school preparedness checklist available from www.pandemicflu.gov or NJSBA, with periodic reports to the school board on steps the district has already taken, as well as additional steps that need to be taken, to prepare for a flu pandemic.

School-based health care services shall be available to all students, including English language learners.

Annual Nursing Plan

The chief school administrator (or his/her designee) in conjunction with the school physician and the certified school nurse shall develop an annual Nursing Services Plan. The Nursing Services Plan shall describe in detail the nursing services to be provided throughout the district based on the needs of its students, potential emergency situations, basic nursing services requirements, and the assignment of medical staff to provide the services. The Nursing Services Plan shall be adopted annually at a regular meeting. The Nursing Services Plan may include the following:

- A. A description of the basic nursing services provided all students;
- B. A summary of specific medical needs of individual students and the services required to address the needs;
- C. A description of how nursing services will be provided in an emergency;
- D. Detailed nursing assignments for all school buildings;
- E. The nursing services and additional medical services provided to nonpublic schools.

Students with Diabetes

As used in this policy, an “individualized health care plan” means a document setting out the health services needed by the student at school, and an “individualized emergency health care plan” outlines a set of procedural guidelines that provide specific directions about what to do in a particular emergency situation. Both are to be developed by the school nurse, in consultation with the parent or guardian of a student with diabetes and other medical professionals who may be providing diabetes care to the student, and signed by the parent or guardian.

The board believes that diabetes is a serious chronic disease that impairs the body’s ability to use food, and must be managed 24 hours a day in order to avoid the potentially life-threatening short-term consequences of blood sugar levels that are either too high or too low. In order to manage their disease, students with diabetes must have access to the means to balance food, medications, and physical activity level while at school and at school-related activities.

Accordingly, a parent or guardian of a student with diabetes shall inform the school nurse, who shall develop an individualized health care plan and an individualized emergency health care plan for the student. Further, the parent or guardian must annually provide to the board of education written authorization for the provision of diabetes care as outlined in the plans, including authorization for the emergency administration of glucagon.

Both plans shall be updated by the school nurse prior to the beginning of each school year and as necessary if there is a change in the student’s health status. The plans may include elements specified in N.J.S.A. 18A:40-12.13 including, but not limited to:

- A. The symptoms of hypoglycemia for that particular student and the recommended treatment;
- B. The symptoms of hyperglycemia for that particular student and the recommended treatment;
- C. The frequency of blood glucose testing;

HEALTH (continued)

- D. Written orders from the student's physician or advanced practice nurse outlining the dosage and indications for insulin administration and the administration of glucagon, if needed;
- E. Times of meals and snacks and indications for additional snacks for exercise;
- F. Full participation in exercise and sports, and any contraindications to exercise, or accommodations that must be made for that particular student;
- G. Accommodations for school trips, after-school activities, class parties, and other school-related activities;
- H. Education of all school personnel who may come in contact with the student about diabetes, how to recognize and treat hypoglycemia, how to recognize hyperglycemia, and when to call for assistance;
- I. Medical and treatment issues that may affect the educational process of the student with diabetes; and
- J. How to maintain communications with the student, the student's parent or guardian and healthcare team, the school nurse, and the educational staff.

The school nurse assigned to a particular school shall coordinate the provision of diabetes care at that school and ensure that appropriate staff are trained in the care of these students, including staff working with school-sponsored programs outside of the regular school day. The school nurse shall also ensure that each school bus driver that transports a student with diabetes is provided notice of the student's condition, how to treat hypoglycemia, and emergency/parent contact information. A reference sheet identifying signs and symptoms of hypoglycemia shall be posted in plain view within school buildings.

The school nurse shall have the primary responsibility for the emergency administration of glucagon to a student with diabetes who is experiencing severe hypoglycemia. The school nurse shall designate, in consultation with the board of education, additional employees of the school district who volunteer to administer glucagon to a student with diabetes who is experiencing severe hypoglycemia. The designated employees shall only be authorized to administer glucagon, following training by the school nurse or other qualified health care professional, when a school nurse is not physically present at the scene.

Upon written request of the parent or guardian and as provided in the individualized health care plan, the student shall be allowed to attend to the management and care of his/her diabetes in the classroom, on school grounds or at any school-related activity, if evaluated and determined to be capable of doing so consistent with the plan. The student's management and care of his/her diabetes shall include the following:

- A. Performing blood glucose level checks;
- B. Administering insulin through the insulin delivery system the student uses;
- C. Treating hypoglycemia and hyperglycemia;
- D. Possessing on the student's person at any time the supplies or equipment necessary to monitor and care for the student's diabetes;
- E. Compliance with required procedures for medical waste disposal in accordance with district policies and as set forth in the individual health care plan; and
- F. Otherwise attending to the management and care of the student's diabetes.

Students with Epilepsy or a Seizure Disorder

The parent/guardian of a student with epilepsy or a seizure disorder who seeks care for their student while at school shall submit annually to the school nurse the student's seizure action plan. The seizure action plan shall

HEALTH (continued)

be comprehensive and provided by the student's physician, advanced practice nurse, or physician's assistant. It shall include, but is not limited to, information regarding presentation of seizures, seizure triggers, daily seizure medications, seizure first aid, and additional treatments.

The parents/guardians of the student shall annually provide the board with written authorization for the provision of epilepsy or seizure disorder care at school and school-sponsored programs outside of the regular school day. When this written authorization is received, the school nurse shall develop an individualized health care plan and an individualized emergency health care plan for the student.

The school nurse shall also obtain a release from the parent/guardian of a student with epilepsy or a seizure disorder to authorize the sharing of medical information between the student's physician or advanced practice nurse and other health care providers. The release shall also authorize the school nurse to share medical information with other staff members of the school district as necessary.

The individualized health care plan shall be developed by the school nurse, in consultation with the parent or guardian of a student with epilepsy or a seizure disorder and other appropriate medical professionals who may be providing epilepsy or seizure disorder care to the student. It shall be consistent with the recommendations of the student's health care providers. The individualized health care plan shall detail the health services needed by the student at school. The plan shall be signed by the parent or guardian and the school nurse.

The individualized emergency health care plan shall be developed by the school nurse in consultation with the parent or guardian of a student with epilepsy or a seizure disorder and other appropriate medical professionals, which is consistent with the recommendations of the student's health care providers. This plan shall detail specific actions for non-medical school staff to take in a particular emergency situation. The plan shall be signed by the parent or guardian and the school nurse.

The individualized health care plan shall include, and the individualized emergency health care plan may include:

- A. Written orders from the student's physician or advanced practice nurse outlining the epilepsy or seizure disorder care;
- B. The symptoms of the epilepsy or seizure disorder for that particular student and recommended care;
- C. Full participation in exercise and sports, and any contraindications to exercise, or accommodations that must be made for that particular student;
- D. Accommodations for school trips, after-school activities, class parties, and other school-related activities;
- E. Education of all school personnel about epilepsy and seizure disorders **at least once every five years**, how to recognize and provide care for epilepsy and seizure disorders, and when to call for assistance;
- F. Medical and treatment issues that may affect the educational process of the student with epilepsy or the seizure disorder;
- G. The student's ability to manage, and the student's level of understanding of, the student's epilepsy or seizure disorder; and
- H. How to maintain communication with the student, the student's parent or guardian and health care team, the school nurse, and the educational staff.

The board directs the school nurse to coordinate the provision of epilepsy and seizure disorder care at the school and ensure that all staff are trained **at least once every five years** in the care of students with epilepsy and seizure disorders, including staff working with school-sponsored programs outside of the regular school

HEALTH (continued)

day. The training shall include a Department of Health-approved on-line or in-person course of instruction provided by a nonprofit national organization that supports the welfare of individuals with epilepsy and seizure disorders.

The school nurse shall provide school bus drivers responsible for transporting a student with epilepsy or a seizure disorder with a notice of the student's condition; information on how to provide care for epilepsy or the seizure disorder; emergency contact information; epilepsy and seizure disorder first aid training; and parent contact information.

No school employee, including a school nurse, a school bus driver, a school bus aide, or any other officer or agent of a board, shall be held liable for any good faith act or omission consistent with the provisions of this act, nor shall an action before the New Jersey State Board of Nursing lie against a school nurse for any such action taken by a person trained in good faith by the school nurse pursuant to this act. Good faith shall not include willful misconduct, gross negligence, or recklessness.

New Jersey Family Care

The school nurse shall ensure that the parent/guardians of students who are without medical coverage are notified of and provided information on the accessibility of the New Jersey Family Care Program in accordance with N.J.S.A. 18A:40-34.

Nonpublic School Pupils

The board shall provide mandated nursing services to nonpublic school pupils as required by law (see policy 5200 Nonpublic School Pupils).

The operation of the pupil health program shall be in compliance with the rules and regulations of the state department of education, local board of health and the state department of health and senior services, and state department of human services. The board shall review and adopt the regulations developed to implement the district's health services.

Automated Electronic Defibrillator (AED)

Because the board recognizes that medical emergencies may occur that justify the use of AEDs, the board may acquire and maintain this equipment for use by qualified staff members. An applicable patient would exhibit all of the following signs as per American Heart Association standards on AED use:

- A. Is unconscious;
- B. Is not breathing;
- C. Have no signs of circulation (as confirmed by a pulse check).

Only those staff members documented as having completed the required training shall be authorized to use an AED. A coach, athletic trainer, or in the absence of the coach or athletic trainer and other designated staff member, who is appropriately trained and certified in the use of the AED shall be present during athletic events or team practices. In the event that no appropriately AED trained and certified staff person can be present at athletic events or team practices, the district shall ensure that a State-certified emergency services provider or other certified first responder is on site at the event or practice.

Placement, Accessibility and Maintenance of the AED

The AED shall be:

- A. Available in an unlocked location on school property with an appropriate identifying sign;
- B. Accessible during the school day and any other time when a school-sponsored athletic event or team

HEALTH (continued)

practice is taking place in which pupils of the district or nonpublic school are participating;

- C. Within reasonable proximity of the school athletic field or gymnasium, as applicable;
- D. Tested and maintained according to the manufacturer's operational guidelines and notification shall be provided to the appropriate first aid, ambulance, or rescue squad or other appropriate emergency medical services provider regarding the defibrillator, the type acquired, and its location in accordance with section 3 of P.L.1999, c.34 (N.J.S.A. 2A:62A-25).

Implementation of Procedures for Cardio-Pulmonary Resuscitation and AED Use

The chief school administrator shall oversee the development and implementation of a district emergency action plan that establishes guidelines for use of the AED. The emergency action plan shall include:

- A. A list of no less than five school employees, team coaches, or licensed athletic trainers who hold current certifications from the American Red Cross, American Heart Association, or other training program recognized by the Department of Health, in cardio-pulmonary resuscitation and in the use of a defibrillator. The list shall be updated, as necessary, at least once in each semester of the school year; and
- B. Detailed procedures on responding to a sudden cardiac event including, but not limited to, the identification of the persons in the school who will be responsible for: responding to the person experiencing the sudden cardiac event, calling 911, starting cardio-pulmonary resuscitation, retrieving and using the defibrillator, and assisting emergency responders in getting to the individual experiencing the sudden cardiac event.

Any employee, student or other individual who inappropriately accesses and/or uses an AED will be subject to disciplinary action, up to and including expulsion from school and/or termination of employment. Civil and/or criminal liability may also be imposed on any student, employee or individual who inappropriately accesses and/or uses an AED. All usage will be reported to the board of education.

Immunity

A school district and its employees shall be immune from civil liability in the acquisition and use of defibrillators pursuant to the provisions of section 5 of P.L.1999, c.34 (C.2A:62A-27). A person who acts with gross negligence or willful misconduct in the use of defibrillators does not enjoy immunity.

Mental Health Referrals

A student assistance coordinator, school counselor, school psychologist or other mental health professional working in the school district may refer, or help facilitate the referral of, a student to an individual or practice licensed to provide professional counseling under New Jersey law for mental health assessments and services. A student assistance coordinator, school counselor, or school psychologist or other mental health professional working in a school district shall not refer a student to an individual or practice licensed to provide professional counseling if the student assistance coordinator, school counselor, or school psychologist or other mental health professional, or that individual's immediate family, or that individual in combination with the individual's immediate family has a significant beneficial interest in or with the individual or practice licensed to provide professional counseling. If a student is not legally permitted to consent to the mental health assessments and services, the student's parent or guardian shall be notified of, and consent to, the referral or the facilitation of a referral prior to the provision of any assessment or service by the licensed individual or practice. A licensed individual or practice shall be required to obtain consent from a student, or from the parent or guardian in the case of a student who is not legally permitted to consent, before providing mental health assessments or services. In the case of a referral or a facilitation of a referral pursuant to this section, neither the school district nor the individual referring or facilitating the referral shall bear the cost of the assessments or services provided to the student, unless otherwise provided by law.

HEALTH (continued)

The paragraph above shall not be construed to limit the school district's authority to provide mental health assessments and services to a student prior to or after a referral or the facilitation of a referral has been made to an individual or practice licensed to provide professional counseling under New Jersey law.

Adopted: August 21, 2014; May 21, 2020
 Revised: February 16, 2017; May 21, 2020, **August 27, 2026 (FIRST READING)**
 NJSBA Review/Update: April 30, 2020
 Readopted: May 21, 2020

Key Words

Health, Pupil Health, Student Health, Nursing Plan, Diabetes, Individualized Health Care Plan, Cardio-Pulmonary Resuscitation, Automated External Defibrillator, AED, Epilepsy

Legal References: N.J.S.A. 2A:62A-23 to 27 AED emergency medical services
N.J.S.A. 18A:16-6, -6.1 Indemnity of officers and employees against civil actions
N.J.S.A. 18A:35-4.6 et seq. Parents Right to Conscience Act of 1979
N.J.S.A. 18A:40-1 Employment of medical inspectors, optometrists and nurses; salaries; terms; rules
N.J.S.A. 18A:40-3 Lectures to teachers
N.J.S.A. 18A:40-4.3 Biennial examination for scoliosis
N.J.S.A. 18A:40-5 Method of examination; notice to parent or guardian
N.J.S.A. 18A:40-6 In general
N.J.S.A. 18A:40-7, -8, -10, -11 Exclusion of pupils who are ill
N.J.S.A. 18A:40-12.11 et seq. Findings, declarations relative to the care of students with diabetes
N.J.S.A. 18A:40-12.34 Definitions relative to epilepsy and seizure disorders.
N.J.S.A. 18A:40-12.35 Annual submission of student's seizure action plan
N.J.S.A. 18A:40-12.36 Information provided to bus driver
N.J.S.A. 18A:40-12.37 Release to share medical information
N.J.S.A. 18A:40-12.38 Immunity from liability
N.J.S.A. 18A:40-23 et seq. Nursing Services for Nonpublic School Pupils
N.J.S.A. 18A:40-34 New Jersey Family Care Program
N.J.S.A. 18A:40A-1 et seq. Substance Abuse
N.J.S.A. 44:6-2 Maintenance by boards of education of clinics for indigent children
N.J.A.C. 6A:16-1.1 et seq. Programs to Support Student Development
See particularly:
N.J.A.C. 6A:16-1.1, -1.3, -1.4, -2.1, -2.3, -2.4
N.J.A.C. 6A:26-12.1 et seq. Operation and Maintenance of School Facilities
See particularly:
N.J.A.C. 6A:26-12.3
N.J.A.C. 8:57-1.1 et seq. Reportable Communicable Diseases
See particularly:
N.J.A.C. 8:57-2 Reporting of AIDS and HIV
N.J.A.C. 8:61-1.1 Attendance at school by pupils or adults infected by Human Immunodeficiency Virus (HIV)

Plainfield Board of Education v. Cooperman, 105 NJ 587 (1987), guidelines for admission of children with AIDS, the right to call witnesses and attendant right to cross-examine must be provided automatically upon request of the parties

HEALTH (continued)**Possible**

<u>Cross References:</u>	*1410	Local units
	1420	County and intermediate units
	*3510	Operation and maintenance of plant
	*3516	Safety
	*3542	Food service
	*4112.4/4212.4	Employee health
	*4131/4131.1	Staff development; inservice education/visitations/conferences
	4151.2/4251.2	Family illness/quarantine
	*5111	Admission
	*5125	Pupil records
	*5131	Conduct/discipline
	*5131.6	Drugs, alcohol, tobacco (substance abuse)
	*5141.1	Accidents
	*5141.2	Illness
	*5141.3	Health examinations and immunizations
	*5141.4	Child abuse and neglect
	*5141.21	Administering medication
	*5142	Pupil safety
	*5200	Nonpublic school pupils
	*6142.4	Physical education and health
	*6142.12	Career education

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

WOODBRIIDGE TOWNSHIP BOARD OF EDUCATION
Woodbridge, New Jersey

FILE CODE: 5141.2

Policy

<u>X</u>	Monitored
<u>X</u>	Mandated
<u>X</u>	Other Reasons

ILLNESS

When students are taken suddenly ill in school, they shall be sent or escorted to the nurse's office. If the nurse is not in the medical office, the student shall be sent or taken to the building principal's office. In general, the same procedures that apply to accidents shall apply to sudden student illness. The superintendent, in cooperation with the medical inspector, shall implement this policy.

Control of Contagious Diseases or Conditions

In order to protect the health of the students in our schools, all regulations of the state department of education, the state department of health and the local board of health shall be scrupulously observed, particularly those dealing with contagious or infectious diseases or conditions. Pupils who have been absent because of contagious or infectious diseases or conditions must present a certificate of recovery from a licensed physician or be examined by the medical inspector.

The school nurse shall observe students who show evidence of communicable disease and recommend their exclusion to the school principal. Recommendations shall be consistent with reporting requirements on communicable diseases as set forth in the New Jersey Health Code. Such students shall be isolated in the nurse's office until a parent/guardian picks them up, and any necessary measures have been taken to prevent spread of the infection. The school nurse, under the direction of the medical inspector, shall instruct all teachers in the symptoms of the most common diseases or conditions at least once a year.

Any student with HIV infection or AIDS or who lives with or is related to someone with HIV or AIDS shall not be excluded from general education, transportation services, extracurricular activities, athletic activities, assigned to home instruction or classified as eligible for special education because of the HIV infection. The school nurse shall recommend the exclusion of any individual with weeping skin lesions that cannot be covered.

In addition to the review of health and safety measures required by law, the school nurse shall individually instruct teachers from whose classrooms a student has been excluded in the symptoms of the disease for which the student was excluded. Student rights and confidentiality shall be protected in accordance with law. No teacher shall attempt to diagnose any illness of a student, but shall refer suspected cases to the nurse immediately.

Contact Tracing

~~Contact tracing is the process used to identify those who come into contact with people who have tested positive for many contagious diseases, including COVID-19. Contact tracing is used by health departments to prevent the spread of infectious disease. In general, contact tracing involves identifying people who have an infectious disease (cases) and their contacts (people who may have been exposed) and working with them to interrupt disease transmission. For COVID-19, this includes asking cases to isolate and contacts to quarantine at home voluntarily.~~

~~All procedures will adhere to applicable federal and state law and regulations regarding privacy and the confidentiality of records.~~

~~Contact tracing for COVID-19 typically involves:~~

ILLNESS (continued)

- ~~A. Interviewing people with COVID-19 to identify everyone with whom they had close contact during the time they may have been infectious;~~
- ~~B. Notifying contacts of their potential exposure;~~
- ~~C. Referring contacts for testing;~~
- ~~D. Monitoring contacts for signs and symptoms of COVID-19; and~~
- ~~E. Connecting contacts with services they might need during the self-quarantine period.~~

~~To prevent the further spread of disease, COVID-19 contacts are encouraged to stay home and maintain social distance (at least 6 feet) from others until 14 days after their last exposure to a person with COVID-19. Contacts should monitor themselves by checking their temperature twice daily and watching for symptoms of COVID-19.~~

~~The school nurse shall consult with the local health department in the development, review and revision of the district contact tracing policy and procedures. The school nurse and the building principal are the designated staff liaisons responsible for providing notifications and carrying out other components of the board's contact tracing policy.~~

~~The school nurse in consultation with the building principal shall establish measures for a system of open communication that allows staff, students, and families to self-report symptoms and/or suspected exposure.~~

~~A staff member shall immediately notify the principal and the school nurse when he/she observes symptoms consistent with COVID-19 or becomes aware that an individual who has spent time in a district facility tests positive for COVID-19. The school nurse shall immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality when the COVID-19 test is positive.~~

~~When the individual exhibits symptoms the school nurse will ensure that the student is taken to the designated isolation area. The nurse will examine the individual and may refer them for testing and treatment. A student exhibiting symptoms of COVID-19 may be required to submit to a COVID-19 test. The school nurse shall require the certification of a physician that the student is contagion free before readmitting a student to school. The nurse shall report all students testing positive for COVID-19 to the health department. The health department shall conduct the contact tracing.~~

~~Symptoms of COVID-19 include:~~

- ~~A. A fever of 100° F or greater;~~
- ~~B. Cough;~~
- ~~C. Shortness of breath or difficulty breathing;~~
- ~~D. Chills;~~
- ~~E. Repeated shaking with chills;~~
- ~~F. Muscle pain;~~
- ~~G. Headache;~~
- ~~H. Sore throat;~~

ILLNESS (continued)~~I. New loss of taste or smell;~~~~J. Fatigue;~~~~K. Congestion or runny nose;~~~~L. Nausea or vomiting;~~~~M. Diarrhea~~

~~All school and district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the school and district, shall be provided information regarding the role of contact tracing in keeping school communities safe from the spread of contagious disease.~~

~~The school nurse or his or her designee shall make information available and/or conduct virtual information sessions to educate the broader school community on the importance of contact tracing.~~

Handling Blood and Body Fluids

The superintendent and/or his designee and medical inspector shall develop detailed routine procedures based on New Jersey administrative code and guidelines from the Centers for Disease Control for proper handling of blood and body fluids resulting from illness/accidents in the schools. These procedures shall be disseminated to all district staff and volunteers.

The medical inspector shall report all cases of communicable disease to the local board of health as required by law.

Adopted: December 21, 1978; August 27, 1987; August 20, 2020

Revised: March 19, 1987; January 22, 1998; August 20, 2020

August 27, 2026 FIRST READING

NJSBA Review/Update: December 2011; July 2020

Readopted: August 21, 2014, August 27, 2026 FIRST READING

Key Words

Illness, Sickness, Body Fluids

<u>Legal References:</u>	<u>N.J.S.A.</u> 18A:16-6	Indemnity of officers and employees against civil actions
	<u>N.J.S.A.</u> 18A:16-6.1	Indemnity of officers and employees in certain criminal actions
	<u>N.J.S.A.</u> 18A:40-3	Lectures to teachers
	<u>N.J.S.A.</u> 18A:40-7	Exclusion of students who are ill
	<u>N.J.S.A.</u> 18A:40-8	Exclusion of students whose presence is detrimental to health and cleanliness
	<u>N.J.S.A.</u> 18A:40-10	Exclusion of teachers and students exposed to disease
	<u>N.J.S.A.</u> 18A:40-11	Exclusion of students having communicable tuberculosis
	<u>N.J.S.A.</u> 18A:40-12	Closing schools during epidemic
	<u>N.J.S.A.</u> 18A:40-25	Boards of education to provide nursing care to students in nonpublic schools
	<u>N.J.S.A.</u> 26:4-6	Prohibiting attendance of teachers or students
	<u>N.J.S.A.</u> 26:4-15	Reporting of communicable diseases by physicians
	<u>N.J.S.A.</u> 26:5C-1 <u>et seq.</u>	<u>AIDS Assistance Act</u>

ILLNESS (continued)

<u>N.J.S.A.</u> 26:2T-1	Newly diagnosed Hepatitis C case; information, reports
<u>N.J.A.C.</u> 6A:16-1.1 <u>et seq.</u>	Programs to Support Student Development
<u>See particularly:</u>	
<u>N.J.A.C.</u> 6A:16-1.3, -1.4, -2.1 <u>et seq.</u>	
<u>N.J.A.C.</u> 8:57-1.1 <u>et seq.</u>	Reportable Communicable Diseases
<u>See particularly:</u>	
<u>N.J.A.C.</u> 8:57-1.3, -1.7, -2	
<u>N.J.A.C.</u> 8:61-1.1	Attendance at school by students or adults infected by Human Immunodeficiency Virus (HIV)

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

Possible

<u>Cross References:</u>	*1410	Local units
	*4112.4/4212.4	Employee health
	*4131/4131.1	Staff development; inservice education/visitations/conferences
	*5113	Absences and excuses
	*5125	Pupil records
	*5131.6	Drugs, alcohol, tobacco (substance abuse)
	*5141	Health
	*5141.1	Accidents
	*5141.4	Child abuse and neglect
	*5200	Nonpublic school students
	*6142.13	HIV prevention education

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

HEALTH EXAMINATIONS AND IMMUNIZATIONS

Students who enter the Woodbridge Township School District for the first time shall have a medical examination conducted at the medical home of the student, and a full report sent to the school. If a student does not have a medical home, the district shall provide this examination at the school physician's office or other appropriately equipped facility. "Medical home" means a health care provider and that provider's practice site chosen by the student's parent/guardian for the provision of health care. As the school physician is also a health care provider, the parent/guardian may request that the school physician provide the medical examination.

A student shall be exempted from mandatory immunization if the parent/guardian objects to immunization in a written statement submitted to the principal, signed by the parent/guardian, explaining how the administration of immunizing agents conflicts with the student's exercise of bona fide religious tenets or practices. General philosophical or moral objection to immunization shall not be sufficient for an exemption on religious grounds.

Every student who enters the district schools for the first time shall present an immunization record as required by law.

In order to protect the health of the children and staff in district schools, all regulations of the state department of education, the state department of health and the local board of health shall be scrupulously observed, particularly those dealing with contagious/infectious diseases or conditions. Students seeking to enter school who have been identified as having a communicable/infectious disease or condition shall not be enrolled unless they qualify under the above agencies' rules pertaining to periods of incubation, communicability, quarantine, and reporting.

The superintendent or his/her designee shall formulate regulations that ensure immunization records are reviewed and updated annually pursuant to N.J.A.C. 8:57-4.1 through 4.16. The superintendent shall also formulate regulations for this policy and for regular student health examinations at appropriate grade levels; before participation in sports programs; and for tuberculosis, scoliosis, hearing loss, visual acuity and any other physical examinations required by law. Any health defects revealed by any examination given by the school health services must be reported to the parent/guardian. The board shall review the regulations and adopt those required by law.

Pandemic Reopening and Recovery

A. Screening and Personal Protective Equipment (PPE)

- ~~1. Adequate amount of personal protective equipment (PPE) shall be available, accessible, and provided for use by staff and students.~~
- ~~2. School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.~~
- ~~3. Students must wear face coverings, unless doing so would inhibit the student's health.~~
- ~~4. Staff and students shall be screened for entry into the school building;~~
- ~~5. The principal or his or her designee shall develop a school entry plan that includes:~~
 - ~~a. Staff assigned to do the screening;~~
 - ~~b. Designated entrances that will be used to admit students;~~
 - ~~c. The assignment of classes and grades to designated entrances and/or designated entrance times;~~
- ~~6. Staff must visually check students for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms;~~
- ~~7. Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations;~~
- ~~8. Results must be documented when signs/symptoms of COVID-19 are observed;~~
- ~~9. Screening procedures shall take into account students with disabilities and accommodations that may be needed in the screening process for those students;~~

HEALTH EXAMINATIONS AND IMMUNIZATIONS (continued)~~B. Procedures for symptomatic staff and students:~~

- ~~1. The school principal or his or her designee shall establish an isolation space;~~
- ~~2. Students and staff with symptoms related to COVID-19 shall be safely and respectfully isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult;~~
- ~~3. Staff must provide continuous monitoring of symptoms;~~
- ~~4. The [current Communicable Disease Service](#) guidance for illness reporting shall be followed;~~
- ~~5. If a staff member becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, the staff members shall notify the principal and the school nurse. The school nurse shall immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality;~~

~~C. Preparations for when someone tests positive for COVID-19:~~

- ~~1. The school principal or his or her designee shall establish an isolation space;~~
- ~~2. Students and staff with symptoms related to COVID-19 shall be safely and respectfully taken to the designated isolation space and isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult;~~
- ~~3. The [current Communicable Disease Service](#) guidance for illness reporting shall be followed;~~
- ~~4. Readmittance to school shall be consistent with [Department of Health guidance and information for schools](#) and Department of Health/Communicable Disease Service's [Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19](#);~~
- ~~5. Contact tracing shall be initiated including records of groups/cohorts, assigned staff, and daily attendance.~~

~~D. Protocols to address a positive case:~~

Students and employees may be asked to leave or not come into school if they test positive for COVID-19 or exhibit one or more of the symptoms of COVID-19, based on CDC guidance, that is not otherwise explained:

- ~~1. A fever of 100° F or greater;~~
- ~~2. Cough;~~
- ~~3. Shortness of breath or difficulty breathing;~~
- ~~4. Chills;~~
- ~~5. Repeated shaking with chills;~~
- ~~6. Muscle pain;~~
- ~~7. Headache;~~
- ~~8. Sore throat;~~
- ~~9. New loss of taste or smell;~~
- ~~10. Fatigue;~~
- ~~11. Congestion or runny nose;~~
- ~~12. Nausea or vomiting;~~
- ~~13. Diarrhea~~

Parent/Guardian Notice

In accordance with federal law, the Protection of Pupil Rights Amendment (PPRA), parents/guardians shall be notified annually of the opportunity for the parent/guardian to opt the student out of any non-emergency, invasive physical examination or screening that is:

- A. Required as a condition of attendance;
- B. Administered by the school and scheduled by the school in advance; and

HEALTH EXAMINATIONS AND IMMUNIZATIONS (continued)

C. Not necessary to protect the immediate health and safety of the student, or of other students.

Adopted: January 20, 1975; August 20, 2020
 Revised: December 21, 1978; March 19, 1987; April 18, 1991; August 21, 2002;
 September 18, 2008; August 20, 2020, **August 27, 2026 FIRST READING**
 NJSBA Review/Update: December 2011
 Readopted: August 21, 2014, March 16, 2017

Immunizations, Inoculations, Examinations, Student Physical Examinations, Student Physical Examinations, Health

Legal References:	<u>N.J.S.A.</u> 18A:35-4.6 through -4.8	<u>Parents Right to Conscience Act of 1979</u>
	<u>N.J.S.A.</u> 18A:40-4	Examination for physical defects and screening of hearing of students; health records
	<u>N.J.S.A.</u> 18A:40-4.3	Scoliosis; periodic examination; notice to parents or guardian
	<u>N.J.S.A.</u> 18A:40-4.4	Exemption
	<u>N.J.S.A.</u> 18A:40-4.5	Immunity from action of any kind due to provisions of act
	<u>N.J.S.A.</u> 18A:40-5	Method of examination; notice to parent or guardian
	<u>N.J.S.A.</u> 18A:40-6	In general
	<u>N.J.S.A.</u> 18A:40-11	Exclusion of students having communicable tuberculosis
	<u>N.J.S.A.</u> 18A:40-16 through -19	Tuberculosis infection; determination of presence ...
	<u>N.J.S.A.</u> 18A:40-20	Immunization at public expense
	<u>N.J.S.A.</u> 18A:61D-8 through -10	Findings, declarations relative to Hepatitis B vaccinations....
	<u>N.J.S.A.</u> 26:1A-9.1	Exemption of students from mandatory immunizations
	<u>N.J.S.A.</u> 26:4-6	Prohibiting attendance of teachers or students
	<u>N.J.S.A.</u> 26:2T-5 through -9	Findings, declarations relative to Hepatitis C
	<u>N.J.A.C.</u> 6A:14-3.4	Evaluation
	<u>N.J.A.C.</u> 6A:16-1.1et seq.	Programs to Support Student Development
	<u>See particularly:</u>	
	<u>N.J.A.C.</u> 6A:16-1.3, -1.4, -2.1, -2.2, -2.3, -2.4, -4.1, -4.3	
	<u>N.J.A.C.</u> 6A:32-9.1	Athletics Procedures
	<u>N.J.A.C.</u> 8:57-2	Reporting of acquired immunodeficiency syndrome and infection with Human Immunodeficiency Virus
	<u>N.J.A.C.</u> 8:57-4.1	Applicability
	<u>N.J.A.C.</u> 8:57-4.2	Proof of immunization
	<u>N.J.A.C.</u> 8:57-4.3	Medical exemptions
	<u>N.J.A.C.</u> 8:57-4.4	Religious exemptions
	<u>N.J.A.C.</u> 8:57-4.5	Provisional admission
	<u>N.J.A.C.</u> 8:57-4.6	Documents accepted as evidence of immunization
	<u>N.J.A.C.</u> 8:57-4.7	Records required
	<u>N.J.A.C.</u> 8:57-4.8	Reports to be sent to the State Department of Health
	<u>N.J.A.C.</u> 8:57-4.9	Records available for inspection
	<u>N.J.A.C.</u> 8:57-4.10	Diphtheria and tetanus toxoids and pertussis vaccine
	<u>N.J.A.C.</u> 8:57-4.11	Poliovirus vaccine
	<u>N.J.A.C.</u> 8:57-4.12	Measles virus vaccine
	<u>N.J.A.C.</u> 8:57-4.13	Rubella vaccine
	<u>N.J.A.C.</u> 8:57-4.14	Mumps vaccine
	<u>N.J.A.C.</u> 8:57-4.15	Haemophilus influenza type b (Hib) conjugate vaccine

HEALTH EXAMINATIONS AND IMMUNIZATIONS (continued)

<u>N.J.A.C.</u> 8:57-4.16	Hepatitis B virus vaccine
<u>N.J.A.C.</u> 8:57-4.17	Varicella virus vaccine
<u>N.J.A.C.</u> 8:57-4.18	Pneumococcal conjugate vaccine
<u>N.J.A.C.</u> 8:57-4.19	Influenza vaccine
<u>N.J.A.C.</u> 8:57-4.20	Meningococcal vaccine
<u>N.J.A.C.</u> 8:57-4.21	Providing immunization
<u>N.J.A.C.</u> 8:57-4.22	Emergency power of the Commissioner, Department of Health and Senior
<u>N.J.A.C.</u> 8:61-2.1	Attendance at school by students or adults infected by Human Immuno-deficiency Virus (HIV)

20 U.S.C.A. 1232h Protection of Pupil Rights Amendment

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

Every Student Succeeds Act of 2015, Pub. L. 114-95, 20 U.S.C.A. 6301 et seq.

Possible

<u>Cross References:</u>	*1410	Local units
	*4123	Classroom aides
	*5111	Admission
	*5113	Absences and excuses
	*5131.6	Drugs, alcohol, tobacco (substance abuse)
	*5141	Health
	*5141.21	Administering medication
	*5200	Nonpublic school students
	*6142.4	Physical education and health
	*6145.1/6145.2	Intramural competition; interscholastic competition
	*6162.5	Research
	*6164.4	Child study team
	*6171.4	Special education

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

ADMINISTERING MEDICATION

The Woodbridge Township Board of Education shall not be responsible for the diagnosis and treatment of student illness. The administration of medication to a student during school hours will be permitted only when failure to take such medicine would jeopardize the health of the student, or the student would not be able to attend school if the medicine were not made available to him/her during school hours.

For purposes of this policy, "medication" shall include all medicines prescribed by a physician for the particular student, or medications prescribed by the district physician on standing orders. Medications shall include emergency medication in the event of bee stings, medication for asthma, diabetes, adrenal insufficiency or other medical diagnosis requiring medication during the school day, ~~opioid~~ **opioid** antidote, and all non-prescription "over the counter" medication, including medicated cough drops. (see policy 5141 Health).

Before any medication may be administered to or by any student either by the school nurse or designated school staff or by the student themselves during school hours, the board shall require the written request of the parent/guardian which shall give permission for such administration and relieve the board and its employees of liability for administration of medication. In addition, the board requires the written order of the prescribing physician which shall include:

- A. The purpose of the medication;
- B. The dosage;
- C. The time at which or the special circumstances under which medication shall be administered;
- D. The length of time for which medication is prescribed;
- E. The possible side effects of the medication.

Both documents shall be kept on file in the office of the school nurse.

The district medical inspector shall develop procedures for the administration of medication which provide that:

- A. All medications, whether prescribed or "over the counter", shall be administered by the medical inspector, school nurse or substitute school nurse, the parent/guardian or the student himself/herself where the parent/guardian so permits and with the school nurse present;
- B. Medications shall be securely stored and kept in the original labeled container;
- C. The school nurse shall maintain a record of the name of the student to whom medication may be administered, the prescribing physician, the dosage and timing of medication and a notation of each instance of administration;
- D. All medications shall be brought to school by the parent/guardian or adult student and shall be picked up at the end of the school year or the end of the period of medication, whichever is earlier;
- E. A student may self-administer medication without supervision of the school nurse for asthma or other life-threatening illnesses, a life-threatening allergic reaction or adrenal insufficiency, provided that the applicable requirements of this policy for such self-administration, as described below, are met. "Life-threatening illness" has been defined as an illness or condition that requires an immediate response to specific symptoms or sequelae that if left untreated may lead to potential loss of life such as, but not limited to, the use of an inhaler to treat an asthma attack or the use of an adrenalin injection to treat a potential

ADMINISTERING MEDICATION (continued)

anaphylactic reaction.

Nebulizers

Each school in the district shall have and maintain at least one nebulizer in the office of the school nurse or at a similar accessible location. The superintendent shall prepare and the board shall adopt regulations on the administration of asthma medication through the use of a nebulizer by the school nurse or his/her designee(s). Regulations shall be in accord with New Jersey statute and administrative code and shall include, but not be limited to the following:

- A. Requirement that each school nurse shall be authorized to administer asthma medication through use of a nebulizer;
- B. Requirement that each school nurse receive training in airway management and in the use of nebulizers and inhalers consistent with nationally recognized standards;
- C. Requirement that each student authorized to use asthma medication or a nebulizer have an asthma treatment plan prepared by the student's physician that identifies, at a minimum, asthma triggers and an individualized health care plan for meeting the medical needs of the student while attending school or a school-sponsored event.

Student Self-Administration of Medication

The board shall permit self-administration of medication for asthma, diabetes or other potentially life-threatening illnesses, a life-threatening allergic reaction or adrenal insufficiency by students who have the capability for self-administration of medication, both on school premises during regular school hours and off-site or after regular school hours when a student is participating in field trips or extracurricular activities. Parents/guardians of the student must meet the following conditions:

- A. Provide the board with written authorization for the student's self-administration of medication;
- B. Provide written certification from the student's physician that the student has asthma, diabetes, another potentially life-threatening illness, is subject to a life-threatening allergic reaction, or has adrenal insufficiency and is capable of and has been instructed in the proper method of self-administration of medication; and
- C. Sign a statement acknowledging that the district shall incur no liability as a result of any injury arising from the self-administration of medication by the student and that the parents/guardians shall indemnify and hold harmless the district and its employees or agents against any claims arising out of the self-administration of medication by the student.

A student who is permitted to self-administer medication shall be permitted to carry an inhaler or prescribed medication for allergic reactions, including a pre-filled auto-injector mechanism, or prescribed medication for adrenal insufficiency at all times, provided that the student does not endanger himself or other persons through misuse.

The board shall:

- A. Inform the student and his/her parents/guardians that permission is effective for the school year for which it is granted and must be renewed for each subsequent school year upon fulfillment of requirements listed above;
- B. Inform parents/guardians in writing that the district and its employees or agents shall incur no liability as a result of any injury arising from the self-administration of medication by the student, and
- C. Maintain the right to revoke a student's permission to self-medicate if he/she has failed to comply with all conditions of this policy and/or has violated in any way the tenets of the agreement to self-medicate. The superintendent shall confer with the school physician and school nurse prior to recommending termination

ADMINISTERING MEDICATION (continued)

of a student's permission to self-medicate and shall also consult with the student, the student's parents/guardians and the student's physician.

Upon written request of the parent or guardian and as provided in the individualized health care plan, the student shall be allowed to attend to the management and care of his/her diabetes in the classroom or on school grounds, if evaluated and determined to be capable of doing so consistent with the plan, and N.J.S.A. 18A:40-12.15 and board policy 5141 Health for specific rules regarding diabetes management.

Emergency Administration of Epinephrine

The board shall permit the school nurse or medical inspector to administer epinephrine via epi-pen or other pre-filled auto-injector mechanism in emergency situations. In their absence, a designee or designees who are employees of the board may do so.

The designees must be properly trained by the school nurse in the administration of the epi-pen or other pre-filled auto-injector mechanism using the standardized training protocol designated by the State Department of Education. Each designee shall receive individual training for each student for whom he/she is designated.

The board shall inform the student's parents/guardians in writing that if the specified procedures are followed, the district, its employees and agents shall have no liability as a result of any injury arising from the administration of the epi-pen or other pre-filled auto-injector mechanism to the student.

Parents/guardians shall provide the board with the following:

- A. Written orders from the physician that the student requires the administration of epinephrine for anaphylaxis and does not have the capability for self-administration of the medication;
- B. Written permission for the administration of epinephrine via epi-pen or other pre-filled auto-injector mechanism by the school nurse and designee(s); and
- C. A signed statement acknowledging their understanding that if the specified procedures are followed, the district shall have no liability as a result of any injury arising from the administration of the epi-pen or other pre-filled auto-injector mechanism by the school nurse or designee(s) to the student and that the district, its employees, and agents shall be indemnified and held harmless against any claims arising out of the administration of the epi-pen or other pre-filled auto-injector mechanism to the student.

Permission for the administration of epinephrine via epi-pen or other pre-filled auto-injector mechanism shall be granted annually and must be renewed each school year upon the fulfillment of the above requirements.

Placement and Availability of Epinephrine, and Transportation to Hospital Emergency Room

Pursuant to N.J.S.A. 18A:40-12.6, school policy requires:

- A. The placement of a student's prescribed epinephrine in a secure but unlocked location easily accessible by the school nurse and designees to ensure prompt availability in the event of an allergic emergency at school or at a school-sponsored function. The location of the epinephrine shall be indicated on the student's emergency care plan. Back-up epinephrine shall also be available at the school if needed;
- B. The school nurse or designee to be promptly available on site at the school and school-sponsored functions in the event of an allergic reaction; and
- C. The transportation of the student to a hospital emergency room by emergency services personnel after the administration of epinephrine, even if the student's symptoms appear to have resolved.

Emergency Administration of Epinephrine for First Time Allergic Reactions at School

The school nurse or trained designee shall be permitted to administer epinephrine via a pre-filled auto-injector

ADMINISTERING MEDICATION (continued)

mechanism to any student without a known history of anaphylaxis. This includes students whose parents/guardians have not submitted prior written permission or obtained prescribed medication as indicated in the rules above. Epinephrine may be administered to any student without a known history of anaphylaxis when the nurse or trained designee in good faith believes that the student is having an anaphylactic reaction.

The district shall maintain a supply of epinephrine auto-injectors that is prescribed under a standing protocol from a licensed physician or an advanced practice nurse in a secure but unlocked and easily accessible location. The supply of epinephrine auto-injectors shall be accessible to the school nurse and trained designees for administration to a student having an anaphylactic reaction.

Liability for the Emergency Administration of Epinephrine

No school employee, including a school nurse, or any other officer or agent of a board, or a physician or an advanced practice nurse providing a prescription under a standing protocol for school epinephrine shall be held liable for any good faith act or omission consistent with the provisions of law for the administration of epinephrine (N.J.S.A. 18A:40-12.5 *et seq.*). No action shall be taken before the New Jersey State Board of Nursing against a school nurse for any such action taken by a person designated in good faith by the school nurse to administer epinephrine according to law (N.J.S.A. 18A:40-12.6). Good faith shall not include willful misconduct, gross negligence or recklessness.

Emergency Administration of Hydrocortisone Sodium Succinate for Adrenal Insufficiency

In the event of an emergency, hydrocortisone sodium succinate shall be administered through an appropriate delivery device and equipment to a student for adrenal insufficiency provided that:

- A. The parents/guardians of the student provide to the board written authorization for the administration of hydrocortisone sodium succinate;
- B. The parents/guardians of the student provide to the board written orders from the physician or advanced practice nurse that the student requires the administration of hydrocortisone sodium succinate for adrenal insufficiency;
- C. The board informs the parents/guardians of the student in writing that the district and its employees or agents shall have no liability as a result of any injury arising from the administration of hydrocortisone sodium succinate; and
- D. The parents/guardians sign a statement acknowledging that the district shall incur no liability as a result of any injury arising from the administration of hydrocortisone sodium succinate to the student and that the parents/guardians shall indemnify and hold harmless the district and its employees or agents against any claims arising out of the administration of hydrocortisone sodium succinate.

The permission is effective for the school year for which it is granted and is renewed for each subsequent school year.

Placement and Availability of Hydrocortisone Sodium Succinate, and Transportation to Hospital

The school nurse shall oversee the following school policy requirements for compliance with law (N.J.S.A. 18A:40-12.3):

- A. The placement of a student's prescribed hydrocortisone sodium succinate in a secure but unlocked location easily accessible by the school nurse and designees to ensure prompt availability in the event of emergency situations at school or at a school-sponsored function. The location of the hydrocortisone sodium succinate shall be indicated on the student's emergency care plan. Back-up hydrocortisone sodium succinate, provided by the parent/guardian, shall also be available at the school if needed;
- B. The school nurse or designee shall be promptly available on site at the school and school-sponsored functions in the event of an emergency; and

ADMINISTERING MEDICATION (continued)

- C. The transportation of the student to a hospital emergency room by emergency services personnel after the administration of hydrocortisone sodium succinate, even if the student's symptoms appear to have resolved.

Nothing in this policy shall be construed to prohibit the emergency administration of hydrocortisone sodium succinate to a student for adrenal insufficiency by the school nurse or other employees designated when the student is authorized to self-administer hydrocortisone sodium succinate.

Designee Training to Administer Hydrocortisone Sodium Succinate

The school nurse shall have the primary responsibility for the emergency administration of hydrocortisone sodium succinate. The school nurse shall designate, in consultation with the board, additional employees or volunteers to administer hydrocortisone sodium succinate to a student for adrenal insufficiency when the nurse is not physically present at the scene. The school nurse shall recruit and train, in consultation with the board of education, volunteer designees who are determined acceptable candidates by the school nurse within each school building, as deemed necessary by the nursing service plan.

The school nurse shall determine that:

- A. The designees have been properly trained in the administration of hydrocortisone sodium succinate using standardized training protocols established by the Department of Education in consultation with the Department of Health;
- B. The parents/guardians of the student consent in writing to the administration of hydrocortisone sodium succinate by the designees (in addition to the school nurse); and
- C. The parents/guardians of the student have received a written statement that the district and its employees or agents shall have no liability as a result of any injury arising from the administration of hydrocortisone sodium succinate to the student, and that the parents/guardians have signed a statement acknowledging that the district shall incur no liability as a result of any injury arising from the self-administration of medication by the student and that the parents/guardians shall indemnify and hold harmless the district and its employees or agents against any claims arising out of the self-administration of medication by the student.

The permission is effective for the school year for which it is granted and is renewed for each subsequent school year upon fulfillment of the above-listed requirements in this section.

Emergency Administration of Opioid Antidote

"Opioid antidote" means any drug, regardless of dosage amount or method of administration, which has been approved by the United States Food and Drug Administration (FDA) for the treatment of an opioid overdose. Opioid antidote includes, but is not limited to, naloxone hydrochloride, in any dosage amount, which is administered through nasal spray or any other FDA-approved means or methods.

"Opioid overdose" means an acute condition including, but not limited to, extreme physical illness, decreased level of consciousness, respiratory depression, coma, or death resulting from the consumption or use of an opioid drug or another substance with which an opioid drug was combined, and that a layperson would reasonably believe to require medical assistance.

The school physician shall include an opioid antidote in the prescribed standing order for the schools of the district that include any of the grades nine through twelve. The chief school administrator, in consultation with the building principal of any school other than those including grades nine through twelve, shall determine whether the school physician shall include an opioid antidote in the prescribed standing order for such schools and shall report that determination to the board. The opioid antidote may be administered to any student, school personnel or other person reasonably believed to be experiencing an opioid overdose. The opioid antidotes shall be accessible in the school during regular school hours and during school-sponsored functions that take place in the school or on school grounds adjacent to the school building. The chief school administrator, in

ADMINISTERING MEDICATION (continued)

consultation with each building principal regardless of grade, shall determine whether to make opioid antidotes accessible during school-sponsored functions that take place off school grounds and shall report each school's determination to the board.

The opioid antidote shall be stored in a secure but unlocked and easily accessible location, and according to the manufacturer's directions regarding the heat and cold sensitivity of the medication. To the extent that is safe and practical, the opioid antidote shall be stored at a reasonable proximity of an automated external defibrillator (AED). The school nurse shall be responsible for monitoring the on-site inventory of the opioid antidote, arranging for the replacement of the opioid antidote supply and ensuring the appropriate and safe disposal of administered and expired opioid antidote applicators.

Any student suspected of being under the influence of drugs or alcohol including students suspected of an opioid overdose shall be subject to board policy 5131.6 Drugs, Alcohol, Steroids and Tobacco and applicable law (including but not limited to N.J.A.C. 6A:16-3) regarding prevention, identification, examination, treatment, intervention and referral for substance abuse.

The school nurse shall be primarily responsible for the assessment of any student suspected of being under the influence of drugs or alcohol including, but not limited to, any student suspected of an opioid or other drug overdose. The board shall designate additional district employees ("designated employees") who volunteer to administer an opioid antidote in the event a person experiences an opioid overdose when the nurse is not physically present at the scene. Such designated employees shall receive training in administration of the opioid antidote in accordance with applicable law. The school nurse or designated employee who believes in good faith that a person is experiencing an opioid overdose may administer the opioid antidote.

The school nurse or his or her designee or a designated employee shall immediately call 911 upon suspecting an overdose, and notify the parents/guardians as soon as practicable. The school nurse or designee and any designated employee responding to a suspected overdose shall notify the building principal of any suspected overdose and all actions taken including the administration of an opioid antidote and the notification of emergency medical services.

If the school nurse or a designated employee are not immediately available and a district employee observes a person overdosing, the employee may contact emergency services. The employee who has contacted emergency services regarding a person suspected to have overdosed shall notify the building principal of any suspected overdose and all actions taken including the administration of opioid antidote and the notification of emergency medical services.

An overdose victim shall be transported by emergency services personnel to the nearest hospital emergency room. The principal shall designate a member of the school staff to accompany the student to the hospital. The principal shall notify the chief school administrator whenever an opioid antidote is administered.

The school nurse shall document the incident including but not limited to:

- A. Date, time and location of the incident;
- B. Names of any staff members or students reporting the incident;
- C. A description of the incident;
- D. Description of the evaluation conducted;
- E. The administration of opioid antidote including the form and dosage;
- F. All actions taken, including, when 911 was called, when emergency services arrived, staff assigned to accompany the student.

The documentation shall be in the same manner as the documentation of administration of other medications under a non-patient specific order.

ADMINISTERING MEDICATION (continued)

A school may enter into a shared services agreement for the provision of opioid antidotes pursuant to applicable law if the arrangement will result in cost savings.

Training

The school nurse shall have the primary responsibility for the emergency administration of an opioid antidote. As described above, the board shall designate additional employees ("designated employees") to administer the opioid antidote who shall be authorized to administer the antidote only after receiving training in accordance with applicable law. The school nurse shall not be solely responsible to train designated employees.

Parent Notification

Written notification of the board opioid overdose policy shall be distributed annually to parent's/guardian's and adult students. The notification shall inform parents/guardians and adult students that the board authorizes the certified school nurse or other appropriately licensed school health professionals, as well as designated employees, to administer an opioid antidote to any student, school personnel, or other person reasonably believed to be experiencing an opioid overdose.

The school nurse, in consultation with the chief school administrator, shall be responsible for the development and regular review of policies and procedures regarding the administration of opioid antidotes. The policies and procedures for the use of opioid antidote shall be included in district emergency response procedures.

Liability for the Administration of Opioid Antidote

No school employee, including a school nurse, or any other officer or agent of a board of education, charter school, or nonpublic school, or a prescriber of opioid antidotes for a school through a standing order, shall be held liable for any good faith act or omission consistent with the provisions of applicable law. Good faith shall not include willful misconduct, gross negligence, or recklessness.

Glucagon Emergency Kits

Students with diabetes should have a Glucagon Emergency Kit available at all times. Unlike self-injecting epinephrine (Epi-Pen), Glucagon must be prepared immediately before administration by injecting liquid into a vial, mixing the solution, and then withdrawing the solution back into the syringe. The dose of Glucagon is based on the body weight of the child and will be prescribed in the student's individualized emergency healthcare plan. The law states that the school nurse shall designate, in consultation with the board of education, additional employees of the school district who volunteer to administer Glucagon when the school nurse is not physically present at the scene. These volunteer designees must be trained by the school nurse or other qualified health care professional to administer Glucagon and to follow the protocols established in the student's individualized emergency healthcare plan. The law states that no school employee shall be held liable for any good faith act or omission consistent with the provisions of the law. It also states that licensed athletic trainers who volunteer to administer Glucagon will not be held in violation of the Athletic Training Licensure Act (P.L. 1984, c.203).

The law further stipulates that students with diabetes are permitted to possess and use syringes for the purposes of insulin or Glucagon administration. As described in the student's individualized healthcare plan, the student may perform blood glucose checks, administer insulin, or treat hypoglycemia or hyperglycemia in classrooms or in any area of the school or school grounds or at any school-related activity providing that the student has been evaluated and determined to be capable of doing so.

Implementation

The board may adopt additional regulations on all aspects of the administration of medication. When implementing school policy and N.J.S.A. 18A:40-12.6, staff will consult these NJ Department of Education guidance documents:

ADMINISTERING MEDICATION (continued)

- A. Training Protocols for the Emergency Administration of Epinephrine (9/08);
- B. Guidelines for the Management of Life-Threatening Food Allergies in Schools (9/08).

Student Sun Protection

The Board shall permit any student to use sunscreen and/or wear sun-protective clothing such as hats and sunglasses while outdoors at school and while attending school-sponsored functions. For the purposes of this policy, sunscreen shall mean a topical product used for the purpose of limiting sun damage caused by overexposure to the sun and which is regulated by the Federal Food and Drug Administration for over-the-counter use.

A student shall not be required to provide documentation from a physician or other licensed healthcare professional. However, prior to the application of any sunscreen product at school or at a school-sponsored function, the Chief School Administrator or designee shall require written permission from the student's parent or legal guardian to carry and use sunscreen as defined in this policy. Such written documentation shall be maintained in the student's health or medical records.

Any person who acts in good faith in accordance with law and board policy shall be immune from any civil or criminal liability arising from actions performed pursuant to law and this board policy.

Adopted: April 18, 1973

Revised: December 21, 1978; December 15, 1994; October 21, 1999; June 27, 2002; December 18, 2008; February 18, 2010; November 20, 2014, December 15, 2016; November 29, 2018; August 15, 2019; May 16, 2024,

August 27, 2026 FIRST READING

NJSBA Review/Update: December 2011; June 26, 2019

Readopted: August 21, 2014, July 16, 2015, December 15, 2016; November 29, 2018; August 15, 2019; May 16, 2024

Key Words

Administering Medication, Medication in School, Nebulizer, Epinephrine, Anaphylaxis, Asthma, Sunscreen

Legal References:

<u>N.J.S.A.</u> 18A:11-1	General mandatory powers and duties
<u>N.J.S.A.</u> 18A:40-1	Employment of medical inspectors, optometrists and nurses; salaries; terms; rules
<u>N.J.S.A.</u> 18A:40-3.2 <u>et seq.</u>	Medical and Nursing Personnel
<u>N.J.S.A.</u> 18A:40-4	Examination for physical defects and screening of hearing of students
<u>N.J.S.A.</u> 18A:40-7	Exclusion of students who are ill
<u>N.J.S.A.</u> 18A:40-12.3	Self-administration of medication by student; conditions through -12.4
<u>N.J.S.A.</u> 18A:40-12.5	Policy for emergency administration of epinephrine to public school students
<u>N.J.S.A.</u> 18A:40-12.6	Administration of epinephrine; primary responsibility; through 12.6 d parental consent
<u>N.J.S.A.</u> 18A:40-12.7	Nebulizer
<u>N.J.S.A.</u> 18A:40-12.8	Administration of asthma medication by school nurse through nebulizer; training; student asthma treatment plan
<u>N.J.S.A.</u> 18A:40-12.11	Children with diabetes
<u>N.J.S.A.</u> 18A:40-12.12	Definitions
<u>N.J.S.A.</u> 18A:40-12.13	Health care plans for children with diabetes

ADMINISTERING MEDICATION (continued)

<u>N.J.S.A.</u> 18A:40-12.14	Employees authorized to administer glucagon
<u>N.J.S.A.</u> 18A:40-12.15	Management by student permitted
<u>N.J.S.A.</u> 18A:40-12.16	Notice to bus driver
<u>N.J.S.A.</u> 18A:40-12.17	Posting of reference sheet
<u>N.J.S.A.</u> 18A:40-12.18	Medical information release
<u>N.J.S.A.</u> 18A:40-12.19	Immunity
<u>N.J.S.A.</u> 18A:40-12.20	Authorized possession of syringe
<u>N.J.S.A.</u> 18A:40-12.21	School choice not restricted
<u>N.J.S.A.</u> 18A:40-12.22	Administration of medical marijuana
<u>N.J.S.A.</u> 18A:40-12.23	Emergency administration of opioid antidotes
through <u>N.J.S.A.</u> 18A:40-12.28	
<u>N.J.S.A.</u> 18A:40-21.1	Required Hepatitis B vaccination
<u>N.J.S.A.</u> 18A:40-21.2	Distribution of fact sheet on meningitis
<u>N.J.S.A.</u> 18A:40-23	Findings and Declarations
<u>N.J.A.C.</u> 18A:40-24	Definitions
<u>N.J.A.C.</u> 18A:40-25	Nursing services to students in non-public schools
<u>N.J.S.A.</u> 18A:40-26	Medical services to non-public school students
<u>N.J.S.A.</u> 18A:40-27.1	Nursing services to non-public preschool students
<u>N.J.S.A.</u> 18A:54-20	Powers of board (county vocational schools)
<u>N.J.S.A.</u> 45:11-23	Definitions
<u>N.J.A.C.</u> 6A:16-1.1 <u>et seq.</u>	Programs to Support Student Development <u>See particularly:</u>
<u>N.J.A.C.</u> 6A:16-1.3	Definitions
<u>N.J.A.C.</u> 6A:16-2.1	Health services policy and procedural requirements
<u>N.J.A.C.</u> 6A:16-2.2	Required health services
<u>N.J.A.C.</u> 6A:16-2.3	Health services personnel
<u>N.J.A.C.</u> 6A:16-2.4	Required student health records
<u>N.J.A.C.</u> 6A:16-2.5	School health services to nonpublic schools
<u>N.J.A.C.</u> 6A:16-4.1	Policies and procedures for the prevention of drug and alcohol abuse
<u>N.J.A.C.</u> 6A:23A-5.3(e)	Failure to maximize SEMI Aid
<u>N.J.A.C.</u> 6A:32-6.3	Requirements of physical examinations

P.L. 2018. C.106 (A542, S1830), an act concerning the emergency administration of opioid 1 antidotes in schools, supplementing chapter 40 of Title 18A of the New Jersey Statutes, and amending P.L.2013, c.46

P.L. 2019, c. 118, an act concerning the self-administration and emergency administration of hydrocortisone sodium succinate for adrenal insufficiency

Overdose Prevention Act, P.L. 2013, c. 46

Bernards Township Education Association v. Bernards Township Board of Education, 1981 S.L.D. (9/29/81), aff'd State Board, 1982 S.L.D. 4/7/82, aff'd App. Div., unpublished opinion (A-4211-81T3, 5/18/83)

Communications Workers of America, Local 1033, On behalf of Karen Norton, Barbara Woolston, Mary Ellen Schoen et al. v. New Jersey State Department of Education, Marie H. Katzenbach School for the Deaf, State Board Docket #52-91

Protocol and Implementation Plan for the Emergency Administration of Epinephrine by a Delegate Trained by the School Nurse, New Jersey State Department of Education, October, 1998

For training for the administration of naloxone see:

<http://www.state.nj.us/humanservices/dmhas/initiatives/naloxone.html>

ADMINISTERING MEDICATION (continued)**Possible****Cross References:**

*5131.6	Drugs, alcohol, tobacco (substance abuse)
*5141	Health
*5141.1	Accidents
*5141.2	Illness
*5141.3	Health examinations and immunizations
*6153	Field trips

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

MANAGEMENT OF LIFE-THREATENING ALLERGIES IN SCHOOLS

The Board of Education recognizes pupils may have allergies to certain foods and other substances and may be at risk for anaphylaxis. Anaphylaxis is a sudden, severe, serious, systemic allergic reaction that can involve various areas of the body (such as the skin, respiratory tract, gastrointestinal tract, and cardiovascular system). Anaphylaxis is a serious allergic reaction that may be rapid in onset and may cause death. Policy #~~589~~ 5300 has been developed in accordance with the Guidelines for Management of Life-Threatening Food Allergies in Schools developed by the New Jersey Department of Education.

An Individualized Healthcare Plan (IHP) and an Individualized Emergency Healthcare Plan (IEHP) will be developed for each pupil at risk for a life-threatening allergic reaction. Self-administration of medication, the placement and the accessibility of epinephrine, and the recruitment and training of designees who volunteer to administer epinephrine during school and at school-sponsored functions when the school nurse or designee is not available shall be in accordance with N.J.S.A. 18A:40-12 and Board Policy #~~589~~ 5300 and Regulation #~~5890~~ 5300. School staff will be appropriately trained by the school nurse to understand the school's general emergency procedures and steps to take should a life-threatening allergic reaction occur.

The school district will develop and implement appropriate strategies and prevention measures for the reduction of risk of exposure to food allergens throughout the school day, during before- and after-school programs, at all school-sponsored activities, in the cafeteria, or wherever food is present.

A description of the roles and responsibilities of parent(s) or legal guardian(s), staff, and pupils to prevent allergic reactions and during allergic reactions are outlined in Regulation #~~5890~~ 5300.

Every incident involving a life-threatening allergic reaction and/or whenever epinephrine is administered throughout the school day, during before- and after-school programs, and/or at all school-sponsored activities shall be reported to the school nurse or designee. The school nurse or designee shall be responsible to notify emergency responders, the principal or his/her designee, the school physician, and the Superintendent of Schools. In addition, in accordance with the provisions of N.J.S.A. 18A:40-12.5.e.(3), the school nurse or designee shall arrange for the transportation of a pupil to the hospital emergency room by emergency services personnel after the administration of epinephrine, even if the pupil's symptoms appear to have resolved.

There will be occasions where food and/or beverages will be served as part of a classroom experience, field trip, and/or celebration. Because the ingredients of these foods and beverage products may be unknown to the food preparation person and/or server, a pupil with anaphylaxis to food should not consume any food products that he/she is unsure of the ingredients. The teacher will provide, whenever possible, advance notice of the classroom experience, field trip, or celebration in order for the pupil to bring a food or beverage product from their home so they may participate in the activity.

When a parent(s) or legal guardian(s) informs the principal and the school nurse the pupil may have an anaphylactic reaction to a substance other than food, the principal will work with school staff to determine if these substances are on school grounds. The principal will inform and work with the parent(s) or legal guardian(s) and the pupil to avoid the pupil's exposure to these substances if present on school grounds.

School staff will be appropriately trained by the school nurse to understand the school's general emergency procedures and steps to take should a life-threatening allergic reaction occur. The school nurse will provide appropriate training to school staff to understand allergies to food and other substances, to recognize symptoms of an allergic reaction, and to know the school's general emergency procedures and steps to take should a life-threatening allergic reaction occur. The school nurse will work with appropriate school staff to eliminate or substitute the use of allergens in the allergic pupil's meals, educational/instructional tools and materials, arts and crafts projects, or incentives.

Any private vendor providing food services for schools shall be required to certify in writing that its employees working in the schools have been appropriately trained to understand the school's general emergency procedures and steps to take should a life-threatening allergic reaction occur.

Policy #589 5300 and Regulation #58905300 should be annually reviewed, evaluated and updated where needed. Policy #589 5300 and Regulation #58905300 will be disseminated and communicated to all parent(s) or legal guardian(s) of pupils in the school in the beginning of each school year and when a pupil enters the school after the beginning of the school year. Information will be on the district Website.

Reference: N.J.S.A. 18A:40-12.3 through 18A:40-12.6

Adopted: January 20, 2011

Revised: August 27, 2026 FIRST READING

Readopted: August 21, 2014

Policy

ENGLISH AS A SECOND LANGUAGE; BILINGUAL PROGRAMS

The Woodbridge Township Board of Education shall provide ~~bilingual, English Language Learners (ELL)~~ Multilingual Learners (MLs), English language services and/or bilingual programs of instruction for students who:

- A. Do not speak English and need instruction toward mastery of the English language;
- B. Speak English but reside in a home where English is not the primary language spoken, and need instruction toward mastery of the English language;
- C. Speak a language other than English, are more capable of performing school work in that language, and need their basic educational program taught in that language.

Definitions

~~"Bilingual part-time program" means an instructional program alternative in which students receive their academic content area classes in English language arts (ELA) and mathematics instruction with a certified bilingual teacher who provides instruction in the primary language of the MLs in the program, as well as ESL instruction. "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 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 program, 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.~~

~~"High-intensity ESL program" means an instructional program alternative in which students receive two or more class periods each day in session of ESL instruction. One period is the standard ESL class, and the other period is a tutorial or ESL reading class. "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 that teaches aural comprehension, speaking, reading, and writing in English using second language teaching techniques, and incorporates the cultural aspects of the students' experiences in their ESL instruction. A period is the time allocated in the school schedule for instruction in core subjects.~~

~~"Multilingual learner" or "ML" means a student whose primary language is not English, who is identified through the process set forth in this chapter, and who is developing proficiency in multiple languages (for example, English and a primary language). The term is synonymous with "English learner" or "English language learner." "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.~~

~~"Sheltered English instruction" means an instructional program alternative to make academic instruction in English understandable to MLs. Sheltered English classes are taught by classroom teachers who deliver instruction in English, may not hold a bilingual/ESL endorsement, but have received training on strategies for instructional adaptation, pursuant to N.J.A.C. 6A:8-1.3, to make academic content areas comprehensible for MLs. "English language services" means services designed to improve the English language skills of ELLs. The services, provided in school districts with less than 10 ELLs, are in addition to the regular school program and are designed to develop aural comprehension, speaking, reading, and writing skills in English.~~

Identification of Eligible English Language Multilingual Learners

The board shall ~~determine the native language of each English language~~ identify a ML learner at the time of the student's enrollment in the district utilizing the multi-step process set forth in in N.J.A.C. 6A:15-1.3. and

ENGLISH AS A SECOND LANGUAGE;
BILINGUAL PROGRAMS (continued)

~~maintain a census indicating all identified students whose native language is other than English.~~

The board of education shall develop and the chief school administrator or his or her designee shall implement a screening process, initiated by a home-language survey, **and records review process** to determine which students whose native language is other than English in grades kindergarten to 12 ~~must~~ **may** be tested to determine English language proficiency. The screening shall be conducted by a **WIDA certified** bilingual/ESL or other certified teacher, and shall be designed to distinguish students who ~~are proficient English speakers and need no further testing~~ **shall be considered ML and shall be offered placement in the district's Language Instruction Educational Program (LIEP).**

The board shall ensure that the English proficiency of students who ~~are not screened out~~ **may be an ML as determined** by the home-language survey shall be determined by:

- A. Administering a Department-approved English language proficiency test;
- B. Assessing the level of reading in English;
- C. Reviewing the previous academic performance of students, including their performance on standardized tests in English; and
- D. Reviewing the input of teaching staff members responsible for the educational program for ~~ELLs~~ **MLs**.
- E. Students who do not meet the Department standard on a Department-approved language proficiency test and who have at least one other indicator shall be considered ~~ELLs~~ **MLs**.

The board, through the chief school administrator or his or her designee shall also implement age-appropriate methodologies to identify preschool ~~ELLs~~ **MLs** to determine their individual language development needs.

Programs and Services

The goal of English as a second language and English language services programs are to assist students to achieve fluency (including listening, comprehension, speaking, reading, and writing skills) in English and incorporates the cultural aspects of the students' experiences in their ~~ESL~~ **English Language** instruction. The goal of the bilingual programs is to permit students to learn subject matter in their primary language while developing English language skills. The goal of all such programs shall be achievement of the New Jersey Student Learning Standards.

Students enrolled in ~~bilingual~~ **Bilingual Part-Time**, ESL, and ~~English language services~~ **Sheltered English instruction** programs shall have full access to educational services available to other students in the district. To the extent that is administratively feasible, supportive services to ~~ELLs~~ **MLs**, 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~~ **MLs** and their parents.

All district high school ~~English language learner students (ELL)~~ **MLs** shall satisfy both state and district requirements for graduation, except that any ~~English language learners~~ **MLs** may demonstrate attainment of state minimum levels of proficiency through ~~passage of the Alternative High School Assessment (ASHA) process in his/her native language and an English fluency assessment approved by the Department of Education or passage of the Alternate High School Assessment (AHSa) process in English with appropriate accommodations~~ **state approved substitute competency tests and portfolio appeals**.

Parents/guardians of English language learners shall be notified by mail of the fact that their child has been identified as eligible for enrollment in a ~~bilingual~~ **Bilingual Part-Time**, ESL or ~~English language services~~ **education Sheltered English instruction** program. This notification shall be issued with 30 days of the child's identification and shall include the information that the parents may choose to decline to enroll their child into

ENGLISH AS A SECOND LANGUAGE;
BILINGUAL PROGRAMS (continued)

the ~~bilingual program~~ LIEP. The notice shall be in writing and in the language in which the parent/guardian possesses a primary speaking ability, and in English, and shall include the following information:

- A. Why the student was identified as an ~~ELLS~~ MLs;
- 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 students' 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 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 students specific needs in attaining English and meeting State standards;
- F. The programs exit requirements, the expected rate of transition into a classroom not tailored for ~~ELLS~~ MLs, 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.

Progress reports for students in ~~bilingual~~ Bilingual Part-Time, ESL, and ~~English language services~~ Sheltered English instruction programs shall be made to parents/guardians on the same schedule as reports of all students enrolled in the district. Progress reports shall be in writing and in both English and their primary speaking language unless do so places unreasonable burden on the board.

Exiting the Program

Students shall be placed in a ~~monolingual English program when they have demonstrated readiness to function successfully in an English-only program.~~ classroom(s) where the primary language of instruction is English when the ML has demonstrated readiness to exit an LIEP first by achieving the Department-established cut score on an ELP or alternate ELP assessment. The process to determine the readiness or inability of the an 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-established standard on an English language proficiency test. further assessed by the use of a Department-established English language observation form that considers, at a minimum: classroom performance; the student's reading level in English; the observations of the teaching staff members responsible for the educational program of the student; and performance on achievement tests in English. The readiness of the student shall be further assessed on the basis of multiple indicators that shall include, at a minimum:

- A. Classroom performance;
- B. The student's reading level in English;
- C. The judgment of the teaching staff member or members responsible for the educational program of the student; and
- D. Performance on achievement tests in English.

When the review process for exiting a student from a ~~bilingual~~ Bilingual Part-Time, ESL or ~~English language services education~~ Sheltered English instruction program has been completed, the parent/guardian shall be notified by mail of the placement determination. The notice shall be in English and in the language in which the

ENGLISH AS A SECOND LANGUAGE;
BILINGUAL PROGRAMS (continued)

parents/guardian possesses a primary speaking ability. If the parent(s), guardian, or teaching staff member disagrees with the placement, he or she may appeal the placement to the Commissioner, after appealing the decision to the board.

Removal from the Program

Parents/guardians may remove a pupil who is enrolled in a ~~bilingual~~ **Bilingual Part-Time**, ESL or ~~English language services education~~ **Sheltered English instruction** program at any time; except that during the first three years of the pupil's participation in a ~~bilingual education program~~ **LIEP**, he/she may only be removed at the end of each school year. Removal prior to the end of the school year shall be approved by the executive county superintendent. If the executive county superintendent determines that the pupil should remain in the bilingual education program until the end of the school year, the parents/guardians may appeal that decision to the commissioner of education/designee pursuant to law. The commissioner shall render a decision within 30 days of the filing of the appeal.

Parent Involvement

The board is committed to providing the maximum practicable involvement of parents/guardians of ~~ELLs~~ **MLs** in the development and review of program objectives and dissemination of information to and from the board and communities served by the ~~bilingual~~ **Bilingual Part-Time**, ESL or ~~English language services education~~ **Sheltered English instruction** program. The board directs the chief school administrator or his or her designee to shall establish a parent advisory committee on bilingual education of which the majority membership shall be parent(s) of ~~ELLs~~ **MLs**.

In-service Training

The board shall ensure that the chief school administrator oversees the development of a plan for in-service 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~~ **MLs**. The plan shall include instructional strategies and appropriate assessments to help ~~ELLs~~ **MLs** meet the New Jersey Student Learning Standards and the World-class Instructional Design and Assessment (WIDA) English language development standards. All bilingual and ESL teachers shall receive training in the use of the ESL curriculum. The professional development plan of the school district shall include the needs of bilingual and ESL teachers, which shall be addressed through in-service training (see board policy 4131/4131.1 Staff Development, In-service Education).

Implementation

The superintendent shall direct development of a plan for ~~bilingual~~ **Bilingual Part-Time**, ESL or ~~English language services education~~ **Sheltered English instruction** that is in compliance with state guidelines.

<https://www.nj.gov/education/title3/doc/Ch15CodeAdoptionOne-Pager.pdf>

The plan shall be submitted every three years to the Department of Education for approval. The plan shall include information on the following:

- A. Identification of students;
- B. Program description;
- C. The number of certified staff hired for the program;
- D. Bilingual and ESL curriculum development;
- E. Evaluation design;

ENGLISH AS A SECOND LANGUAGE;
BILINGUAL PROGRAMS (continued)

F. Review process for exit; and

G. A budget for the bilingual and ELL program or English language services.

The board may request a waiver of the requirement for a full-time bilingual or ESL program when there are 20 or more students eligible for the bilingual education program in grades kindergarten through 12, to establish annually an instructional program alternative. The request must be approved by the Department of Education, and the school district must be able to demonstrate that it would be impractical to provide a full-time bilingual program due to the age range, grade span, and/or geographic location of eligible students.

Bilingual Special Education

Assessment

Since some students of limited English proficiency may have special learning needs that cannot be met in bilingual and ESL programs, the superintendent or his/her designee shall develop procedures concerning the screening, pre-referral, referral, assessment, and placement of these students in appropriate educational programs.

The process for pre-referral, referral, evaluation, and classification will be the same for limited English proficient students as for other students. However, the age, the sociocultural background, and the dominant language of the student will be taken into account. The process may include referral to a district Child Study Team ("CST") and may result in a comprehensive evaluation and possible classification.

The CST will include a culture sensitive, bilingual member such as a bilingual teacher, psychologist, or social worker. (N.J.A.C. 6A:14-2.5)

If the CST determines that bilingual or ESL instruction is necessary for any classified student, the appropriate services will be provided.

To ensure that children in need of special services are identified, the board will make bilingual, ESL, and general education staff fully aware of the characteristics of students with special learning problems.

Special Education Services

Each student with disabilities will receive a special education program and services according to how the student can succeed in learning, including related services specified in the student's Individualized Education Program ("IEP"). Classified students of limited English proficiency will receive services that address their needs.

All services available to any student with disabilities should also be offered to students with disabilities who are limited English proficient. These services may include transportation and such developmental, corrective, social, and other supportive services as are required to assist students with disabilities to benefit from a free and appropriate public education. In addition, the CST must consider the language needs of the student.

The program and services prescribed by the CST must be made with consideration of the student's linguistic and special education needs and must be clearly stated in the child's IEP.

In addition, the board will attempt to:

- A. Foster communication between bilingual and special education personnel to promote understanding of the roles and operational procedures for both departments;
- B. Adapt or adopt culturally relevant material to the special education curriculum;

ENGLISH AS A SECOND LANGUAGE;
BILINGUAL PROGRAMS (continued)

- C. Locate and incorporate in the board's program promising practices in bilingual special education programs where full bilingual special education services are not feasible: such practices include ESL instruction, team teaching, peer tutoring, assistance of bilingual aides, etc.

Adopted: January 24, 1991
 NJSBA Review/Update: December 2011
 Revised: **August 27, 2026 FIRST READING**
 Readopted: November 18, 2004; June 12, 2008; December 18, 2014;
 September 22, 2016; October 19, 2023

Key Words

English as a Second Language, Bilingual Programs, ESL

Legal References: N.J.S.A. 18A:35-15 et seq. Bilingual education programs
N.J.A.C. 6A:5-1.1 et seq. Regulatory Equivalency and Waiver
N.J.A.C. 6A:8-1.3 Definitions
N.J.A.C. 6A:8-5.1 Graduation requirements
N.J.A.C. 6A:9B-3.1 et seq. Professional Licensure and Standards
 See particularly:
N.J.A.C. 6A:9B-10.4, -10.5
N.J.A.C. 6A:15-1.4
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts

Every Student Succeeds Act, Pub. L. 114-95, Title 1 and Title 3, 20 U.S.C.A. 6301 et seq.

Possible

Cross References: *5120 Assessment of individual needs
 *5124 Reporting to parents/guardians
 *6121 Nondiscrimination/affirmative action
 *6146 Graduation requirements
 *6147 Standards of proficiency
 *6147.1 Evaluation of individual student performance
 *6171.2 Gifted and talented
 *6171.3 At-risk and Title 1

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

CAREER AND TECHNICAL EDUCATION

The Woodbridge Township Board of Education believes that constructive attitudes and concepts involving the dignity of all kinds of work belong in the curriculum from the beginning grades. Therefore, in fulfillment of the New Jersey Student Learning Standards, the board shall develop and implement a comprehensive guidance and counseling system that is designed to provide students opportunities to enhance career awareness, and exploration, preparation, and decision-making skills necessary for success in the workplace. The board shall ensure that educational programs shall continuously expose students to the nature of the wide variety of careers available. The 21st Century Life and Careers Student Learning Standard shall be infused into the curriculum throughout the grades in age appropriate activities. When any hands-on experience requires use of power tools, etc., all eye protection and other appropriate safety regulations shall be observed.

Career Education and Counseling

The board shall develop and implement a comprehensive guidance and academic counseling program for all students to facilitate career awareness, exploration, and preparation in accordance with N.J.A.C. 6A:8-3.2. This program shall:

- A. Be linked to the New Jersey Student Learning Standards;
- B. Be infused throughout the K-12 curriculum;
- C. Be supported by professional development programs;
- D. Take into consideration the American School Counselor Association's National Standards for School Counseling Programs;
- E. Provide developmental career guidance academic, academic counseling linked to the New Jersey Student Learning Standards designed to:
 - 1. Assist students in making and implementing informed educational and career choices, including opportunities to change career focus;
 - 2. Support students' academic attainment, career development, and personal/social development;
 - 3. Develop the student's understanding of the relationship between academic attainment, career development, and personal/social development;
 - 4. Encourage students to create and maintain portfolios consisting of student accomplishments in academic and career oriented work;
- F. The board shall ensure that students with disabilities (age 14 or younger), if determined appropriate by IEP, have career and academic counseling coordinated with transitional services in accordance with N.J.A.C. 6A:14-3.7.
- G. The board shall ensure, to the extent that is administratively feasible, the ELL students **Multilingual Learners (MLs)** have career and academic coaching provided by bilingual personnel who are familiar with and knowledgeable of the unique needs and background of the ELLs **MLs** and their parents in accordance with N.J.A.C. 6A:15-1.7.
- H. The board shall develop and implement curriculum and instructional methods that:
 - 1. Are integrated with technological literacy;
 - 2. Provide all students with an understanding of the career application of knowledge and skills learned in the classroom; and

CAREER EDUCATION (continued)

3. Provide all students with the opportunity to apply knowledge and skills learned in the classroom to real or simulated career challenges.

I. The board will develop and implement for all students a system of career development activities that:

1. Offers the opportunity to explore career interests within, one or more of the Career Clusters (listed below) that are linked to the New Jersey Student Learning Standards;
2. Allows district boards of education to select the appropriate format for offering career-development activities based on district resources, community needs and student interest;
3. Allows the board to select an appropriate delivery format that may include an integrated curriculum based on the New Jersey Learning Standards or specialized programs that reflect the needs of students and the community; and
4. Instills the concept of the need for continuous learning throughout one's life.

J. The board shall offer all high school students the opportunity to actively explore career interests by participation in structured learning experiences that are linked to the New Jersey Student Learning Standards:

1. Structured learning experiences should give students opportunities to demonstrate and apply a high level of academic attainment and to develop career and personal/social goals;
2. Interested students may voluntarily select structured learning experiences that are co-curricular or extra-curricular activities and taking place within the school district, at a work site, or in the community;
3. The board shall ensure students participating in school-sponsored, paid, or unpaid external structured learning experiences are supervised by school personnel and conform to federal and state law.

The board directs the chief school administrator or his or her designee to take reasonable measures to expand student awareness of and encourage participation in fields that are non-traditional for their sex, and to expand both access to and success in high-growth fields for both men and women.

Career and Technical Education Programs

A. The existence of the same career and technical education program at this district shall not negate a student's right to apply to and, if accepted, attend a county vocational school, subject to the following limitations:

1. The board shall not be responsible for the tuition and transportation costs of any resident student admitted to the vocational school within this county, when the district's vocational school (pursuant to N.J.S.A. 18A:54-5 et seq.), offers the same program as the county vocational school where the student has been admitted. A program shall be deemed the same if it is approved by the Department of Education and is assigned the same Classification of Instructional Programs (CIP) code, and meets or exceeds all applicable program performance standards; and
2. The board shall not be responsible for the tuition, transportation costs, and nonresident fee (where applicable) of any resident student admitted to a county vocational school outside this county when the district's vocational school (pursuant to N.J.S.A. 18A:54-5 et seq.), or the local county vocational school, offers the same program as the non-resident county vocational school where the student has been admitted. A program shall be deemed the same, for purposes of this section, if it is approved by the Department in accordance with N.J.A.C. 6A:19-3.1 and 3.2, is assigned the same Classification of Instructional Programs (CIP) code, and meets or exceeds all applicable program performance standards.

B. The chief school administrator shall allow county vocational schools and their designated representatives' reasonable opportunity, during school hours, to present information about the county vocational schools' programs to students in local districts in grades six through 12. The district may not in any manner inhibit student access to such information.

CAREER EDUCATION (continued)Career and Technical Instruction

Career and technical instruction shall be designed to prepare individuals:

- A. For life skills and paid employment as skilled workers or technicians or paraprofessionals in recognized occupations and in new or emerging occupation;
- B. For enrollment in advanced or highly skilled career and technical education programs;
- C. For making informed and meaningful occupational choices; and
- D. To achieve and combination of the above objectives.

District Career and Vocational Programs

The board shall provide secondary and postsecondary students with career and technical education programs and programs of study in Department-recognized Career Clusters that, in fulfillment of the New Jersey Student Learning Standards, shall:

- A. Include implementation of curriculum and instructional methods that incorporate academic and technical standards;
- B. Include structured learning experiences (SLE) that are supervised, in-depth learning experiences aligned to the New Jersey Student Learning Standards that are designed to offer students the opportunity to more fully explore career interests within one or more of the Career Clusters. SLEs are designed as rigorous activities that are integrated into the curriculum and that provide students with opportunities to demonstrate and apply a high level of academic and/or technical skills, and develop personal, academic, and career goals;
- C. Address industry standards, where available;
- D. Provide a variety of learning experiences to best serve the multiple learning styles of students;
- E. Provide for multiple pathways to prepare for careers and gainful employment, and/or continuing education, such as college, postsecondary career and technical education, specialized certification, and/or registered apprenticeships;
- F. Encourage life-long learning and productive citizenship.

The superintendent shall seek and use all available state, federal and private sources of revenue for the financial support of career and technical education in this district. The superintendent will develop regulations by which the career and technical education program shall be annually evaluated.

Levels of Performance

The board of education shall meet the levels of performance prescribed by the Department of Education in accordance with N.J.A.C. 6A:919-5.1, in the following areas:

- A. For secondary students, and postsecondary students in two- and four-year institutions of higher education:
 - 1. Academic attainment in reading/language arts;
 - 2. Technical skill attainment;
 - 3. Student graduation rates;
 - 4. Academic attainment in mathematics;
 - 5. Placement – employment, postsecondary education/further education, or military enlistment;
 - 6. Non-traditional student participation; and
 - 7. Non-traditional student completion.

CAREER EDUCATION (continued)

B. For postsecondary students in county vocational school districts:

1. Technical attainment;
2. Credential, certificate, or degree attainment;
3. Placement – employment, further education, or military service;
4. Retention – education, employment, or military service;
5. Non-traditional student participation; and
6. Non-traditional student completion.

All students shall have equal and bias-free access to career and technical education programs and a full range of possible occupational, professional, and career and technical education choices including careers in the science and technology industries and nontraditional careers, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional/sexual orientation, gender, gender identity or expression, religion, pregnancy, disability, English proficiency, immigration status, housing status or socioeconomic status

The board of education shall strive to make continuous and significant improvement in career and technical achievement of career and technical education students, and levels of performance shall be objective, quantifiable, and measurable. The board shall also identify in the local plans the level of performance targeted for each of the core indicators of performance.

All students participating in career and technical education programs supervised by this board or in shared-time programs are considered to be regularly enrolled in the schools of this district, and subject to the policies and rules of this board, including rules regarding attendance for those periods when they are not assigned to outside work projects or other classes.

Adopted:	December 21, 1978; October 9, 1980; October 10, 1985
NJSBA Review/Update:	December 2011
Readopted:	August 21, 2014; September 22, 2016; September 23, 2021, August 27, 2026 FIRST READING

Key Words

Career Education, Vocational-technical Education

New Jersey Career Clusters:

Agriculture, Food and Natural Resources
 Architecture and Construction
 Arts, A/V Technology and Communications
 Business Management and Administration
 Education and Training
 Finance
 Government and Public Administration
 Health Science
 Hospitality and Tourism
 Human Services
 Information Technology
 Law, Public Safety, Corrections and Security
 Manufacturing
 Marketing
 Science, Technology, Engineering and Mathematics
 Transportation, Distribution and Logistics

CAREER EDUCATION (continued)

<u>Legal References:</u>	<u>N.J.S.A.</u> 18A:11-1	General mandatory powers and duties
	<u>N.J.S.A.</u> 18A:38-36	Employment certificates to part-time students
	<u>N.J.S.A.</u> 18A:40-12.1, -12.2	Protective eye devices required for teachers, students and visitors in certain cases
	<u>N.J.S.A.</u> 18A:54-20	Powers of board (county vocational schools)
	<u>N.J.S.A.</u> 18A:54E-1 through -5	Business and school partnerships
	<u>N.J.A.C.</u> 6A:7-1.7	Equality in school and classroom practices
	<u>N.J.A.C.</u> 6A:8-2.2	Authority for the state plan for vocational education
	<u>N.J.A.C.</u> 6A:8-3.2	Career education and counseling
	<u>N.J.A.C.</u> 6A:8-5.1	Graduation requirements
	<u>N.J.A.C.</u> 6A:9-1.1 <u>et seq.</u>	Professional Licensure and Standards
	<u>See particularly:</u>	
	<u>N.J.A.C.</u> 6A:9-11.2, -13.19 through -13.22	
	<u>N.J.A.C.</u> 6A:19-1.1 <u>et seq.</u>	Vocational – Technical Education Programs and Standards
	<u>See particularly:</u>	
	<u>N.J.A.C.</u> 6A:19-1.2, -2.1, -2.3, -3.1, -5.1, -5.2, -6.1, -6.5, -6.7, -6.8,	
	<u>N.J.A.C.</u> 6A:23A-17.4	Method of determining tuition rates for county vocational-technical schools
	<u>N.J.A.C.</u> 6A:26-12.1 <u>et seq.</u>	Operation and Maintenance of Facilities
	<u>See particularly:</u>	
	<u>N.J.A.C.</u> 6A:26-12.2, -12.5	
	<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts
	<u>N.J.A.C.</u> 6A:32-12.1	Reporting requirements
	<u>N.J.A.C.</u> 6A:32-14.1	Review of mandated programs and services

New Jersey Cross-Content Workplace Readiness Curriculum Framework: A Road Map for Learning, NJDOE, <http://www.nj.gov/education/frameworks/ccwr/> Appendix B

Carl D. Perkins Career and Technical Education Act of 2006, P.L.109-270

Possible

<u>Cross References:</u>	*3220/3230	State funds; federal funds
	*3516	Safety
	*5142	Pupil safety
	*5145.4	Equal educational opportunity
	*6010	Goals and objectives
	*6121	Nondiscrimination/affirmative action
	*6141	Curriculum design/development
	*6142.2	English as a second language; bilingual/bicultural

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

WOODBRIIDGE TOWNSHIP BOARD OF EDUCATION
Woodbridge, New Jersey

FILE CODE: 6146

X **Monitored**

X **Mandated**

X **Other Reasons**

Policy

GRADUATION REQUIREMENTS

The Woodbridge Township Board of Education shall award a regular high school diploma to every student enrolled in this district who meets the requirements of graduation established by this board and approved by the State Board of Education.

- A. **Credits:** Each student shall be required to complete a minimum of **125** credits for graduation. Students must take 40 credits in grades 9, 10, and 11. Most students take 40 credits in grade 12.
- B. In order to qualify for graduation, students must demonstrate proficiency in all sections of New Jersey Department of Education approved state-wide high school proficiency assessment process applicable to the class graduating in the year and meet all other graduation requirements, based on New Jersey Student Learning Standards and the schedule prescribed by the Commissioner in accordance with N.J.A.C. 6A:8-4.1(b) through (d).
- C. Required courses to prepare students for success in post-secondary degree programs, careers, and civic life in the 21st century according to N.J.A.C. 6A:8-3.1(c)2 and that include the following, according to 6A:8-51:

Subject	Recommended Credits	Required Credits
English (English 1, 2, 3 and 4 in order)		20
Mathematics - (Must include Algebra 1 if not mastered in grade 8), Geometry; and a third year of math that builds upon Algebra I and Geometry and prepares students for college and 21 st century careers.	20	15
Science – At least 15 credits in evidence-based science courses that develop proficiency with the full range of grades nine through 12 NJSLs for science (Must include a laboratory biology; chemistry, environmental science or physics and an additional lab/inquiry-based science.	20	15
World Languages	20	5
World History II, or World History AP and U. S. History 1 & 2	20	15
Physical Education (each year of attendance)		15
Health Education (each year of attendance)		5
Visual and Performing Arts		5
21 st Century Life and Careers, and Technology		5
Financial, Economic, Business, and Entrepreneurial Literacy or Macroeconomics AP or Economics (which are 5 credit courses)		2.5
Electives		Remaining credits

- D. Community Service:
It is recommended that each student complete a minimum of 10 hours of community service per school year in grades 9, 10, 11 and 12 for graduation.
1. Students who complete their recommended community service hours will be recognized at

GRADUATION REQUIREMENTS (continued)

- graduation ceremonies.
2. A total of the student's community service hours will be included on the official transcripts

Academic Support Instruction

Students who do not pass the New Jersey Department of Education approved state-wide proficiency assessment, the elementary assessment component for grades three through five and the middle school components for grades six through eight shall be provided appropriate remediation.

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

Students with Limited English Proficiency

Students with Limited English Proficiency must be provided with the program opportunities required by law, and must fulfill the regular state and district requirements for graduation.

A) Recommendations for credit requirement in World Language and English:

Multilingual Learners (MLs) ELLs who take both an additional English and or an English as a Second Language (ESL) class may use that second English/ESL class to fulfill the world languages requirement.

*Tier B and C may take a world language if their native language is Spanish, French, or Chinese offered by the district.

*ESL shall count as may fulfill the world language requirement unless a student exits the program

*Once exited, a student may choose which world language they take.

B) Recommendations for credit requirement Content Areas Option 2:

*Attendance of the Twilight Program at WHS for 11th and 12th grade ELLs MLs who do not have the credits to graduate on time.

*Create an end-of-the-semester portfolio in lieu of the ESL Final Exam. (This portfolio can be used for Portfolio Appeals and High School Graduation for ELLs MLs, if needed).

*Create portfolio about their experience regarding the specific subject area and complete it in their native language. This applies only to Tier A and Tier A/B students who are also ELLs MLs with low skills, low proficiency levels, or Students with Limited or Interrupted Formal Education (SLIFE) maybe SLIFEs. (This portfolio can be used for Portfolio Appeals and High School Graduation for ELLs MLs, if needed).

*A student may not complete a portfolio for Math class. If credits are of a concern, the student will be suggested to take the Math course at the Twilight Program in order to graduate.

Special Education Students

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

A student who qualifies may take an alternate proficiency assessment approved by the New Jersey Department of Education, if alternate requirements for graduation have been specified in his/her IEP.

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

GRADUATION REQUIREMENTS (continued)

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

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

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

Proficiency/Growth

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

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

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

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

Proficiency requirements for each individual course shall be given to students on registering for the course.

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

Early Graduation

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

Individualized Student Learning Opportunities

The board shall establish a process to approve individualized student learning opportunities that meet or exceed the New Jersey Student Learning Standards.

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

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

GRADUATION REQUIREMENTS (continued)

B. Individualized student learning opportunities based upon specific instructional objectives aimed at meeting or exceeding the New Jersey Student Learning Standards shall:

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

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

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

Student Enrollment in College Courses – Option 2

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

The board shall establish a process to approve post-secondary learning opportunities that may consist of Advanced Placement (AP) courses, College-Level Examination Program (CLEP), or concurrent/**D**ual **E**nrollment (**DE**) at accredited higher education institutions. Students shall receive credit for successful completion of an approved, accredited college course that assures achievement of knowledge and skills that meets or exceeds the New Jersey Student Learning Standards.

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

Reporting and Monitoring

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

- A. The total number of students graduated in the aggregate and disaggregated according to subgroups described in federal law;
- B. The number of students graduated who took a New Jersey Department of Education approved alternate high school proficiency assessment;
- C. The number of students receiving state-endorsed high school diplomas as a result of meeting any alternate requirements for graduation as specified in their IEP's;
- D. The total number of students denied graduation from the 12th grade class;
- E. The number of students denied graduation from the 12th grade class solely because of failure to pass the New Jersey Department of Education approved state-wide high school proficiency assessment or alternative high school assessment, based on the provisions of administrative code.

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

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

Adopted: December 21, 1978

GRADUATION REQUIREMENTS (continued)

Revised: October 9, 1980; March 12, 1981; April 16, 1986; January 18, 1990;
December 9, 1999; June 29, 2004; March 15, 2007; September 10, 2007;
July 16, 2009, February 16, 2017; April 27, 2017; February 22, 2018
NJSBA Review/Update: December 2011
Readopted: August 21, 2014; February 22, 2018

Key Words

High School Graduation, ~~Early Warning Test~~, ~~HSPT~~, Graduation, Graduation Requirements

Legal References: N.J.S.A. 18A:4-25 Prescribing minimum courses of study for public schools; approval of courses of study
N.J.S.A. 18A:7C-1 Commissioner of education to develop a program of standards and guidelines
N.J.S.A. 18A:7C-2 Boards of education; establishment of standards
N.J.S.A. 18A:7C-4.1 Operation Recognition; purpose; eligibility; application procedure
N.J.S.A. 18A:7C-5.1 Boards of education prohibited from excluding students from graduation ceremony or from obtaining yearbook for inability to pay fees
N.J.S.A. 18A:7F-46 Review, update of the CCCS, Educational Adequacy Report
N.J.S.A. 18A:33-1 District to furnish suitable facilities; adoption of courses of study
N.J.S.A. 18A:35-1 et seq. Curriculum and courses
N.J.S.A. 18A:35-14.9 Pupil promotion and remediation; policies and procedures
N.J.S.A. 18A:36-17 Credit of seniors in active military and naval service, etc.
N.J.A.C. 6A:8-1.1 et seq. Standards and Assessment
See particularly:
N.J.A.C. 6A:8-1.2, -2.1, -3.1, -3.3, -4.1, -4.2, -4.3, -5.1, -5.2
N.J.A.C. 6A:13-1.1 et seq. Programs and practices to support student achievement
N.J.A.C. 6A:14-3.7 Individualized education program
N.J.A.C. 6A:14-4.11 Graduation
N.J.A.C. 6A:15-1.1 **10** Graduation requirements for English Language **Multilingual** Learners
N.J.A.C. 6A:20-2.4 Graduation (adult education programs)
N.J.A.C. 6A:23A-9.5 Commissioner to ensure achievement of the New Jersey Learning Standards
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts
N.J.A.C. 6A:33-1.1 et seq. School turnaround and improvement
N.J.A.C. 6A:32-12.1 et seq. Annual Reporting and Planning Requirement

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

Every Student Succeeds Act of 2015, Pub. L. 114-95, 20 U.S.C.A. 6301 et seq.

Possible

Cross References: *1120 Board of education meetings
*5113 Absences and excuses
*5120 Assessment of individual needs
*5127 Commencement activities
6000 Concepts and roles in instruction
*6010 Goals and objectives

GRADUATION REQUIREMENTS (continued)

*6122	Articulation
*6140	Curriculum adoption
6141.4	Independent study
*6142	Subject fields
*6142.2	English as a second language; bilingual/bicultural
*6142.6	Basic skills
*6145	Extracurricular activities
*6147	Standards of proficiency
*6154	Homework/makeup work
*6171.4	Special education
*6200	Adult/community education

*Indicates policy is included in the Critical Policy Reference Manual

Policy

STANDARDS OF PROFICIENCY

The superintendent, in consultation with teaching staff, shall develop criteria for evaluation, indicators of achievement of the criteria, and acceptable standards of achievement for all grade levels, courses and programs offered by the Woodbridge Township School District. The criteria, indicators and standards must be related to district goals and objectives. Parents/guardians shall be notified in a timely manner whenever their child appears in danger of failing to meet required proficiency levels. Parents/guardians shall be strongly encouraged to participate in designing remedial plans for their children.

These standards of proficiency shall include but not be limited to the to those New Jersey Student Learning Standards identified by the State Department of Education and shall form the basis for the district's grading system.

By the date required by law, the superintendent shall annually report to the board and the community at a regularly scheduled meeting an evaluation of student achievement toward meeting district and school goals and objectives.

The superintendent shall consider additional factors contributing to student achievement such as indicators of student and educator engagement, school climate and/or safety. The chief school administrator may consult with the appropriate staff member in the development and assessment of indicators of engagement, school climate and/or safety, such as teaching staff, the affirmative action officer and the anti-bullying coordinator and/or specialist.

The board shall administer the applicable ~~S~~Statewide assessments, including the six major components: the elementary assessment component for grades three through five; the middle school assessment component for grades six through eight, the Department of Education approved statewide proficiency assessment, ~~the alternative high school assessment (AHSA)~~ Portfolio Appeals and the alternate proficiency assessment (~~APA~~) for students with severe cognitive disabilities. The ~~S~~statewide assessments shall be administered according to a schedule prescribed by the Commissioner.

All district high school ~~English language learners (ELLs)~~ Multilingual Learners (MLs) shall satisfy both state and district requirements for graduation, except that any ~~English language learners~~ MLs may demonstrate attainment of State minimum levels of proficiency through passage of ~~the alternative high school assessment (AHSA)~~ Portfolio Appeal process in his/her native language and an English fluency assessment approved by the Department of Education or passage of the ~~AHSA~~ Portfolio Appeal process in English with appropriate accommodations.

Through the individualized education program (IEP) process the board may specify alternative requirements for a state-endorsed diploma for individual students with disabilities.

Low student achievement shall be regarded by the board as an indication that revisions are needed in educational programming, general strategy, staff resource use, staff evaluation, and/or other aspects of the learning program.

Adopted: December 21, 1978
NJSBA Review/Update: December 2011
Revised: August 27, 2026 FIRST READING
Readopted: August 21, 2014; September 22, 2016

Key Words
Proficiencies, Standards of Proficiency

STANDARDS OF PROFICIENCY (continued)

<u>Legal References:</u>	<u>N.J.S.A.</u> 18A:7C-1	Commissioner of Education to develop a program of standards and guidelines
	<u>N.J.S.A.</u> 18A:7C-2	Establishment of standards for graduation from secondary schools
	<u>N.J.S.A.</u> 18A:7E-2 through -5	School report card program
	<u>N.J.S.A.</u> 18A:7F-46	Review, update of the ~~Core Curriculum Content~~ New Jersey Learning Standards, Educational Adequacy Report
	<u>N.J.S.A.</u> 18A:35-4.9	Student promotion and remediation; policies and procedures
	<u>N.J.A.C.</u> 6A:8-1.1 <u>et seq.</u>	Standards and Assessment
	<u>See particularly:</u>	
	<u>N.J.A.C.</u> 6A:8-1.1, -1.3, -2.1, -4.1, -4.4, -5.1	
	<u>N.J.A.C.</u> 6A:14-4.11	Statewide assessment
	<u>N.J.A.C.</u> 6A:15-1.1 <u>et seq.</u>	Bilingual Education
	<u>See particularly:</u>	
	<u>N.J.A.C.</u> 6A:15-1.11	
	<u>N.J.A.C.</u> 6A:23A-9.5	Commissioner to ensure achievement of the ~~Core Curriculum Content~~ New Jersey Learning Standards
	<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts
	<u>N.J.A.C.</u> 6A:32-2.1	Definitions
	<u>N.J.A.C.</u> 6A:32-12.1 <u>et seq.</u>	Student Behavior
	<u>Abbott v. Burke</u> , 149 <u>N.J.</u> 145 (1997) (Abbott IV)	
	<u>Abbott v. Burke</u> , 153 <u>N.J.</u> 480 (1998) (Abbott V)	
	<u>Abbott v. Burke</u> , 163 <u>N.J.</u> 95 (2000) (Abbott VI)	
	<u>No Child Left Behind Act of 2001</u> , Pub. L. 107-110, 20 <u>U.S.C.A.</u> 6301 <u>et seq.</u>	
	<u>Every Student Succeeds Act</u> , Pub. L. 114-95., 20 <u>U.S.C.A.</u> 6301 <u>et seq.</u>	

Possible

<u>Cross References:</u>	*1120	Board of education meetings
	*5113	Absences and excuses
	*5120	Assessment of individual needs
	*5124	Reporting to parents/guardians
	*5125	Student records
	6000	Concepts and roles in instruction
	*6010	Goals and objectives
	*6140	Curriculum adoption
	*6141	Curriculum design/development
	*6146	Graduation requirements
	*6146.2	Promotion/retention
	*6171.1	Remedial instruction
	*6171.3	At-risk and Title 1
	*6300	Evaluation of the instructional program

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

INSTRUCTIONAL PLANNING/SCHEDULING

The superintendent and staff shall keep abreast of developing technologies and teaching methodologies, investigating those likely to be of benefit to district students, and recommending them for board consideration.

The Woodbridge Township Board of Education recognizes that district students vary in learning styles and in ability. Therefore, the superintendent shall ensure that teaching staff adapt their instructional methods and arrangements to meet identified student needs and encourage maximum individual progress.

The superintendent shall ensure that district personnel, time and facilities are used in such a way as to provide the most favorable learning environment for all students, thus fostering achievement of district goals, objectives and standards.

Because the board believes that students can learn better and faster when the skills learned in one discipline are integrated into another, programs, projects and units of study shall be encouraged that require the use of reading, writing and mathematics skills in conjunction with other areas of study, such as music, art, science, etc. The board also encourages programs that call on various skill levels of several grades in one discipline, such as musical presentations, science fairs, and other similar efforts.

Every effort should be made to further district affirmative action/equity goals in developing instructional arrangements.

The board directs that instruction be planned and scheduled in such a way that there is minimum disruption of the school day, including movement between classes and conflicting activities.

Scheduling High School Students

High school students, including rising eighth graders, will be scheduled during the spring. Students, parents, guidance **school** counselors and/or teachers will decide on the best education programs for the student. The student should be requesting the most academically challenging courses that are deemed appropriate. The schedule becomes finalized once the parents approve of the requests.

The students may change their schedules through their guidance **school** counselors with their parents' permission through ~~June 30~~ **May 31st**. Beginning ~~July 1~~ **June 1st**, students will not be permitted to change their schedules.

Exceptions:

1. Administrative changes, done through the master scheduler, may be necessary only if approved by the building principal.
2. Students who wish to increase their academic rigor may be given extra consideration.

Commencing the third Monday in September, students and parents may request student schedule changes. These requests will be handled on a case-by-case basis. The student, parents, guidance **school** counselors, teachers and/or CST members (if applicable) may provide input to the principal to help make the best decision for the student. If a change is granted, current class averages will transfer with the student to the new course(s).

INSTRUCTIONAL PLANNING/SCHEDULING (continued)Nonpublic School Students

Required instructional services shall be delivered to nonpublic school students in facilities that are acceptable and convenient to staff and students.

NJSBA Review/Update: December 2011
 Adopted: August 21, 2014
 Revised: November 20, 2014, **August 27, 2026 FIRST READING**

Key Words

Instructional Planning, Instructional Scheduling, Scheduling

Legal References: N.J.S.A. 18A:33-1 District to furnish suitable facilities; adoption of
 courses of study
N.J.S.A. 18A:46-19.5 Services to students in nonpublic schools
N.J.S.A. 18A:46A-5 Consent of parent or guardian; location
N.J.A.C. 6A:8-1.1 et seq. Standards and Assessments
N.J.A.C. 6A:14-1.1 et seq. Special Education
N.J.A.C. 6A:15-1.1 et seq. Bilingual Education
N.J.A.C. 6A:26-12.1 et seq. Operation and Maintenance of Facilities

Agostini v. Felton, 521 U.S. 203 (1997), overruling Aguilar v. Felton, 473 U.S. 402 (1985)

Possible

Cross References: *2224 Nondiscrimination/affirmative action
 *4113/4114 Assignment; transfer
 *5145.4 Equal educational opportunity
 *5200 Nonpublic school students
 *6010 Goals and objectives
 6130 Organizational plan
 6141.4 Independent study
 *6142.2 English as a second language; bilingual/bicultural
 *6151 Class size
 6152 Grouping
 *6171.2 Gifted and talented
 *6171.4 Special education

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

\

WOODBRIIDGE TOWNSHIP BOARD OF EDUCATION
Woodbridge, New Jersey

FILE CODE: 6164.2

Policy

<u> </u>	Monitored
<u> X </u>	Mandated
<u> X </u>	Other Reasons

GUIDANCE SCHOOL COUNSELING SERVICES

A guidance school counseling program shall be incorporated into the Woodbridge Township School District's educational program to aid students in making informed and responsible decisions and in using effective decision-making processes. The guidance school counseling program shall be developed and coordinated by the superintendent in consultation with teaching staff members he/she has identified as possessing necessary skills and abilities, to help students acquire the insights and knowledge they need to become autonomous, mature members of adult society in a democratic nation.

The board of education shall ensure all students have access to adequate or appropriate counseling services. When informing students about possible careers or professional or vocational opportunities, the options presented to students shall not be restricted or limited on the basis of race, creed, color, national religion, disability, or socioeconomic status. No biased or stereotyped tests or guidance or counseling materials shall be used.

The purpose of the guidance school counseling program shall be to help students in learning to make their own decisions concerning life's many choices--personal, educational, and career/vocational.

The guidance school counseling program shall provide, as fully as possible, the information needed to make the best decisions concerning the student's educational program. Such information shall include facts such as test scores, grades and educational history. Student records may also include anecdotes, but shall not carry judgments, opinions and other advice.

Students shall be encouraged to avail themselves of the help of the guidance school counseling department's personnel. The guidance school counseling department in the high school shall encourage the visits of educational and occupational representatives, including military recruiters. The administration shall have a positive attitude toward granting permission to seniors to visit schools, colleges and places of employment during school time. Students must have prior approval of the guidance school counseling department for the scheduled visit.

Students shall be aided in finding part-time jobs when in school, and permanent employment upon graduation.

Guidance school counseling services shall include establishment of a referral system that guards the privacy of the student and monitors the efficacy of such referrals, when district resources are not sufficient, as in drug or alcohol counseling.

Adopted:	December 21, 1978
Revised:	March 29, 1990, August 27, 2026 FIRST READING
NJSBA Review/Update:	December 2011
Readopted:	August 21, 2014, October 20, 2016

Key Words

Guidance Services

Legal References:	<u>N.J.S.A.</u> 18A:35-4.2	Career development program
	<u>N.J.S.A.</u> 18A:36-19	Student records; creation, maintenance and retention, security and access; regulations; nonliability
	<u>N.J.S.A.</u> 18A:36-19.1	Military recruiters; access to schools and student information directories

GUIDANCE SERVICES (continued)

<u>N.J.S.A.</u> 18A:38-36	Employment certificates to part-time students; revocation
<u>N.J.S.A.</u> 18A:46-5.1	Basic child study team services; provision by boards of education and state operated programs
<u>N.J.A.C.</u> 6A:7-1.7	Equality in school and classroom practices
<u>N.J.A.C.</u> 6A:8-1.1 <u>et seq.</u>	Standards and Assessment
<u>See particularly:</u>	
<u>N.J.A.C.</u> 6A:8-3.2	
<u>N.J.A.C.</u> 6A:9-13.2	Substance awareness coordinator
<u>N.J.A.C.</u> 6A:9-13.7	Director of school counseling services
<u>N.J.A.C.</u> 6A:9-13.8	School counselor
<u>N.J.A.C.</u> 6A:14-3.4	Evaluation
<u>N.J.A.C.</u> 6A:16-4.1	Adoption of policies and procedures for the intervention of student alcohol and other drug abuse
<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts
<u>N.J.A.C.</u> 6A:32-7.1 <u>et seq.</u>	Student Records
<u>N.J.A.C.</u> 6A:32-13.3	Guidance and counseling

Possible

<u>Cross References:</u>	5000	Concepts and roles in student personnel
	5010	Personal goals and objectives for students
	*5020	Role of parents/guardians
	*5113	Absences and excuses
	*5114	Suspension and expulsion
	*5120	Assessment of individual needs
	*5124	Reporting to parents/guardians
	*5125	Student records
	*5131	Conduct/discipline
	*5131.6	Drugs, alcohol, tobacco (substance abuse)
	*6142.12	Career education
	*6145	Extracurricular activities
	*6146	Graduation requirements
	*6164.4	Child study team
	*6171.1	Remedial instruction
	*6171.2	Gifted and talented
	*6171.4	Special education
	*6172	Alternative educational programs
	*6173	Home instruction

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

WOODBRIIDGE TOWNSHIP BOARD OF EDUCATION
Woodbridge, New Jersey

FILE CODE: 6173

Policy

☐	Monitored
☐	Mandated
☒	Other Reasons

HOME INSTRUCTION

To provide uninterrupted education for students unable to attend their regular classes because of illness, disability, court order or administrative action, the board of education shall provide away-from-school instruction subject to the following restrictions:

- A. The period of absence must be expected to be longer than ten consecutive or **twenty seventeen** cumulative school days, except in special circumstances (**see "Reasons other than a Temporary or Chronic Health Condition" below**);
- B. A parent/guardian or appropriate adult authority must be within call during the period of instruction; and
- C. In cases of illness or disability, medical certification is required documenting the necessity for the student's absence.

Each case must be approved by board action; all requirements for receipt of state aid must be fulfilled. Home instruction shall be available to all qualifying students regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, English proficiency, housing status or socioeconomic status.

Temporary or Chronic Health Condition

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

The parent/guardian shall submit a request for home instruction in writing. The request shall include a written determination from the student's physician, **physician assistant or advanced practice nurse** documenting the projected need for confinement at the student's residence or other treatment setting. The projected confinement period shall be for more than 10 consecutive school days or **20 17** cumulative school days during the school year.

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

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

- A. A written plan for delivery of instruction shall be established to continue the student's academic progress and to maintain a record of delivery of instructional services and student progress;
- B. Teachers providing home instruction shall be certified;

HOME INSTRUCTION (continued)

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

Reasons Other Than a Temporary or Chronic Health Condition

- A. The district shall provide home or out-of-school instruction for a general education student for reasons other than a temporary or chronic health condition no later than five school days after the student has left the general education program when:
 - 1. The student is mandated by State law and rule for placement in an alternative education program including firearms offenses and/or assault with weapons offenses but placement is not immediately available;
 - 2. The student is placed on short-term or long-term suspension (see board policy 5114 Suspension and Expulsion);
 - 3. A court order requires that the student receive instructional services in the home or other out-of-school setting.

The district shall be responsible for the costs of providing instruction in the home or out-of-school setting either directly, or through online services, including any needed equipment, or through contract with another board of education, educational services commission, jointure commission, or approved clinic or agency for resident students.
- B. The home or out-of-school instructional services for reasons other than a temporary or chronic health condition shall meet the minimum standards that are specified in N.J.A.C. 6A:16-10.2(d) including but not limited to:
 - 1. The district shall establish a written plan for delivery of instruction and maintain a record of instructional services and student progress;
 - 2. The teacher providing instruction shall be a certified teacher;
 - 3. The teacher shall provide one-on-one instruction with no fewer than 10 hours each week on three separate days of the week and no fewer than 10 hours per week of additional guided-learning experiences that may include the use of technology to provide audio and visual connections to the student's classroom;

HOME INSTRUCTION (continued)

4. The instruction shall meet the including the New Jersey Student Learning Standards and board requirements for promotion and graduation;
5. If instruction is delivered in the student's home, a parent or other adult 21 years of age or older who has been designated by the parent shall be present during all periods of home instruction.

Any student receiving home instruction is not considered absent.

Adopted: December 21, 1978
 Revised: December 9, 1999; June 12, 2008; April 27, 2017,
 August 27, 2026 (FIRST READING)
 NJSBA Review/Update: June 2014
 Readopted: August 21, 2014, March 19, 2015

Legal References:

N.J.S.A. 18A:40-11.1 Request for Home Instruction
N.J.A.C. 6A:7-1.7 Equity in school and classroom practices
N.J.A.C. 6A:14-1.1 et seq. Special education
See particularly:
N.J.A.C. 6A:14-4.8, 4.9
N.J.A.C. 6A:16-4.3 Reporting, notification and examination procedures for students suspected of being under the influence of alcohol or other drugs
N.J.A.C. 6A:16-5.5 Removal of students from general education for firearms offenses
N.J.A.C. 6A:16-5.6 Removal of students from general education for assaults with weapons offenses
N.J.A.C. 6A:16-10.1 et seq. Home or out-of-school instruction
N.J.A.C. 8:61-1.1 Attendance at school by pupils or adults infected by Human Immunodeficiency Virus (HIV)

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

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

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

[Jacobson v. Jackson School District, 2013, Feb. 27; OAL Dkt. No. CRT4100-08; Agency No. P211WE-02944; EDS15092-12;]

The Comprehensive Equity Plan, New Jersey Department of Education

Possible

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

HOME INSTRUCTION (continued)

- *6171.4 Special education
- *6172 Alternative educational programs

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

WOODBIDGE TOWNSHIP BOARD OF EDUCATION
Woodbridge, New Jersey

FILE CODE: 9113

☐ **Monitored**

☐ **Mandated**

☒ **Other Reasons**

Bylaw

FILLING VACANCIES

Vacancies Filled by the Board

The board shall fill vacancies created by the resignation, removal by the board for cause or death of a serving member, or when a member ceases to be a bona fide resident of the district. The vacancy shall be filled within the 65 days prescribed by law.

Procedures by which to select the persons to fill such vacancies may include advertisement of the vacancy in suitable local media, and interviews with interested parties conducted in public by the board.

~~In the event a Woodbridge Township Board of Education seat becomes vacant and is required to be filled by the remaining members of the board pursuant to N.J.S.A. 18A:12-15(f), the following procedures shall be utilized:~~

- ~~A. The board of education will announce the vacancy at a public meeting;~~
- ~~B. An advertisement advising the public of the vacancy and requesting candidates to submit their résumés in application of the vacancy will be placed in two different newspapers in the manner that public meeting notices are advertised and publicized on the district's local TV station and Webpage;~~
- ~~C. The interested candidates must submit a letter of intent with résumé addressed to the board president (or in his or her absence, the vice president) at the board of education's administrative offices.;~~
- ~~D. Interviews will be scheduled by the board president (or, in his or her absence, the vice president) and the dates will be announced to the public;~~
- ~~E. The entire board of education will participate in the interview process during a public session. The public may attend but will not be allowed to ask questions during the interview process;~~
- ~~F. The qualifications for board members, pursuant to N.J.S.A. 18A:12-1 and policy 9111 Qualifications are as followed.~~

The board may choose to go into closed/executive session to discuss the candidate(s). If it does, the board will explain any decisions taken during the closed session and allow public discussion about those decisions and other matters the public wishes to raise before it moves to nominations and a vote to fill the vacancy.

If a vacancy occurs on the board due to the recall of a board member, all procedures of the law shall be followed to fill that vacancy. ~~The seated board members will make a decision on the appointment within 65 days of the official date of the vacancy.~~ Vacancies filled by the board shall be by a majority vote of the remaining members of the board after the vacancy occurs.

Vacancies Filled by the Executive County Superintendent

The Executive County Superintendent fills vacancies that the board fails to fill within 65 days, and those caused by the voters' failure to elect a member, or by the removal of a member because of lack of qualifications, some flaw in the election, or when a recount or contested election fails to elect a member. The Executive County Superintendent also appoints enough members to make up a quorum.

FILLING VACANCIES (continued)

Adopted: September 22, 2005
 NJSBA Review/Update: December 2011
 Readopted: August 21, 2014, August 27, 2026 FIRST READING

Key Words

Filling Vacancies, Board Vacancies

Other Reasons:

It is advisable to have a statement of the intent of an elected board to fill vacancies within the time set by law.

Note: In Arminio v. Monroe Twp. Bd. of Educ., 483 N.J. Super 1 (App. Div. 2025) the court held that a board may go into closed session to discuss a candidate to fill a vacancy on the board of education. If a board does go into closed session to discuss the candidate, when it resumes the public session, it must explain any decisions taken during the closed session and allow public discussion about those decisions and other matters the public wishes to raise before it moves to nominations and a vote to fill a vacancy.

<u>Legal References:</u>	<u>N.J.S.A.</u> 18A:6-56	Election of members of representative assembly; vacancies (educational services commission)
	<u>N.J.S.A.</u> 18A:12-1	Qualifications of board members
	<u>N.J.S.A.</u> 18A:12-3	Cessation of members
	<u>N.J.S.A.</u> 18A:12-7	Boards; appointments; vacancies (Type I district)
	<u>N.J.S.A.</u> 18A:12-15	Vacancies (Type II district)
	<u>N.J.S.A.</u> 18A:13-11	Vacancies in membership of board; filling (regional)
	<u>N.J.S.A.</u> 18A:38-8.1	Additional member on board of education in each sending district
	<u>N.J.S.A.</u> 19:27A-1 <u>et seq.</u>	Uniform Recall Election Law

Arminio v. Monroe Twp. Bd. of Educ., 483 N.J. Super. 1 (App. Div. 2025)

Possible

<u>Cross References:</u>	*9010	Role of member
	9110	Number of members and terms of office
	9112	Elections/appointments
	9114	Resignation/removal from office
	*9270	Conflict of interest
	*9271	Code of ethics

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

WOODBRIIDGE TOWNSHIP BOARD OF EDUCATION
Woodbridge, New Jersey

FILE CODE: 9200

 X **Monitored**

 X **Mandated**

 X **Other Reasons**

Bylaw

ORIENTATION AND TRAINING OF BOARD MEMBERS

The Woodbridge Township Board of Education believes that the preparation of each board member for the performance of his/her duties is essential to the effectiveness of the board's functioning. The board shall encourage each new board member to understand the function of the board, acquire knowledge of all matters related to the operation of the schools, learn board procedures, and become conversant with the history and the traditions of the district.

Accordingly, the board shall give to each new board member, no later than at his/her first regular meeting as a new board member, and for his/her use and possession during his/her term on the board, the following items:

- A. A copy of the board policy manual;
- B. The current budget statement and audit report, and related fiscal materials;
- C. Other related materials.

Each new board member shall be invited to meet with the superintendent to discuss board function, policy, and procedure.

Orientation of New Board Members

The superintendent shall prepare materials to introduce new board members to the operating procedures of the district and the details of the curriculum.

Sufficient funds shall be allocated to reimburse new board members for attending NJSBA training in superintendent evaluation within the first six months after taking office, and an NJSBA new board member orientation within the first year of taking office.

Administrative code defines "newly elected or appointed board member" as any board member who has never served as a member of either an elected or appointed school board.

Code of Ethics Training

The board shall ensure that all members of the board receive and review a copy of the Code of Ethics for School Board Members. Each board member shall sign an acknowledgement that he/she has received and read it. Training as required by the administrative code shall be scheduled to familiarize board members with the contents and requirements of the Code of Ethics.

Mandated Training

The board shall ensure that each newly elected or appointed board member receive training **within** ~~in~~ their first ~~year~~ **90 days** of service regarding skills and knowledge necessary to serve as a school board member. This training shall be offered by the NJSBA, in consultation with New Jersey Association of School administrators, the New Jersey Principals and Supervisors Association, and the Department of Education, and shall include information regarding the New Jersey Quality Single Accountability Continuum, and the five key components of school district effectiveness on which the school district is monitored: instruction and program; personnel; fiscal management, operations and governance.

ORIENTATION AND TRAINING OF BOARD MEMBERS (continued)

Within one year after being newly elected or appointed or being re-elected or re-appointed to the board of education, a board member shall complete a training program on harassment, intimidation, and bullying in schools, including the school district's responsibilities as required by law (N.J.S.A. 18A:37-13 et seq.). A board member shall be required to complete the program only once (N.J.S.A. 18A:12-33).

Each board member shall, in both the second and third year of service on the board, complete the NJSBA training on school district governance.

The NJSBA advanced training program shall be completed by board members within one year of re-election or reappointment to the board of education.

Inservice Development

State, regional and national workshops, conventions, conferences and seminars developed by associations such as the New Jersey School Boards Association, the National School Boards Association, the New Jersey Association of School Administrators, etc., provide unique opportunities for board members to broaden their understanding of their responsibilities, learn new tools and techniques for coping with them, and keep up to date on educational trends.

Therefore, the board recommends that, in addition to sending the mandated delegate to the New Jersey School Boards Association's Delegate Assemblies, the board send representatives to such educational conferences, workshops, conventions and seminars as it shall decide upon each year. A maximum of 3 members may attend any such function held out-of-state.

The same regulations regarding travel arrangements and reimbursement developed for other district-paid attendance at such events shall apply.

The superintendent shall prepare a checklist for district representatives to such events, to aid them in preparing meaningful reports for the board and the district as a whole. The report shall be presented at a regular meeting of the board within a month of the delegation's return.

Adopted:	April 18, 1973
Revised:	December 21, 1978, August 27, 2026 FIRST READING
NJSBA Review/Update:	January 2012
Readopted:	August 21, 2014

Key Words

Orientation and Training of Board Members, Board Member Orientation, Board Member Training

<u>Legal References:</u>	<u>N.J.S.A. 18A:6-45</u>	New Jersey School Boards Association established ...
	through -50	
	<u>N.J.S.A. 18A:11-1</u>	General mandatory powers and duties
	<u>N.J.S.A. 18A:12-21 et. seq.</u>	<u>School Ethics Act</u>
	<u>N.J.S.A. 18A:12-24.1</u>	Code of Ethics for School Board Members
	<u>N.J.S.A. 18A:12-33</u>	Training program for new board members
	<u>N.J.S.A. 18A:17-20.3</u>	Evaluation of superintendents; school board training program
	<u>N.J.S.A. 18A:37-13</u>	Anti-Bullying Bill of Rights Act
	<u>N.J.S.A. 18A:54-20</u>	Powers of board (county vocational schools)
	<u>N.J.A.C. 6A:28-1.2</u>	Definitions
	<u>N.J.A.C. 6A:28-1.6</u>	Order to show cause
	<u>N.J.A.C. 6A:28-4.1</u>	Board member training
	<u>N.J.A.C. 6A:32-3.2</u>	Requirements for the Code of Ethics for school board members and charter school board of trustee members

ORIENTATION AND TRAINING OF BOARD MEMBERS (continued)

N.J.A.C. 6A:32-4.3

Evaluation of tenured and nontenured chief school administrators

Amended resolution of the School Ethics Commission (3/23/99)

Possible

Cross References: 1500 Relations between area, county, state, regional and national associations and the district
*2131 Chief school administrator
*9250 Expenses
*9271 Code of Ethics

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

WOODBIDGE TOWNSHIP BOARD OF EDUCATION
Woodbridge, New Jersey

FILE CODE: 9321

☐ Monitored

☐ Mandated

☒ Other Reasons

Bylaw

TIME, PLACE, NOTIFICATION OF MEETINGS

Regular meetings of the Woodbridge Township Board of Education shall be held on dates and at times and places determined by the board at its annual organization meeting. Special meetings shall be called by the board secretary at the request of the president or upon a petition signed by a majority of the board members, and shall commence no later than 8 p.m.

Adequate Notice

Adequate notice shall be given for all regular and special meetings. Adequate notice for regular meetings shall be in accordance with the annual notice provisions set forth below. Adequate notice for special meetings generally means written advance notice of at least 48 hours, giving the time, date and location, and, to the extent known, the agenda of the meeting. The notice must state whether formal action may or may not be taken at the meeting. The notice must be:

- A. Prominently posted in at least one public place reserved for such announcements;
- B. ~~Communicated to at least two newspapers designated by the board because they have the greatest likelihood of informing the board's public; and~~
 - 1. The board shall publish or advertise the legal notice on its official Internet website. The board's official Internet website shall be accessible and available to the public free of charge. A direct hyperlink to legal notices published on the board's official Internet website shall be conspicuously placed on the website's homepage.
 - 2. The board shall make the complete text of each legal notice available on a dedicated legal notices webpage for at least one week from the date of initial posting or such other time period as may be required by law. The font and format of the current legal notices link must be easy to read, with the link placed in a central location readily visible to individuals accessing the homepage without the need for extensive scrolling. Additionally, the page on which the notice is located shall be accessible by mobile devices.
 - 3. By no later than March 1, 2026, the board must maintain an internet archive of legal notices that have been removed from conspicuous placement on its legal notices webpage. The archive must be published on the public entity's official website by no later than July 1, 2026. An archived legal notice must be maintained in the public entity's internet archive for at least one year. The link to the archive must also be publicly accessible.
 - 4. Starting on January 1, 2026 and at least twice per month through December 31, 2026, a public entity shall provide an advertisement in an online news publication stating that the complete text of each legal notice may be obtained or viewed by the public on the official internet website of the board of education and also providing a link to the NJ Department of State website.
 - 5. The superintendent will ensure that the board's website for legal notices meets both federal and state accessibility requirements.
- C. Filed with the clerk of the municipality.

The board of education may hold an emergency meeting without providing adequate public notice if:

- A. Three-quarters of the members present vote to do so; and
- B. The meeting is required to deal with matters of such urgency and importance that delay would be likely to result in substantial harm to the public interest; and
- C. The meeting will be limited to discussion of and action on these matters; and

TIME, PLACE, NOTIFICATION OF MEETINGS (continued)

- D. Adequate notice of such meeting is provided as soon as possible following the calling of such meeting; and
- E. One of the following:
 - 1. Either the board could not reasonably have foreseen the need for such meeting at a time when adequate notice could have been provided; or
 - 2. The need could have been foreseen in time but the board failed to give adequate notice.

Announcement of Adequate Notice/Statement of Compliance

At the beginning of every meeting, the presiding officer must announce that adequate notice of the meeting was provided and must specify the time, place and manner in which the notice was provided.

However, if adequate notice was not provided, the presiding officer must say so, and in addition, must state:

- A. The nature of the matter of urgency or importance for which the meeting without adequate notice was called; and
- B. The nature of the substantial harm to the public interest likely to result from a delay in holding the meeting; and
- C. That the meeting will be limited to discussion of and action on such matters of urgency and importance;
- D. The time, place, and manner in which some notice of the meeting was provided; and
- E. Either of the following:
 - 1. That the need for such meeting could not reasonably have been foreseen at a time when adequate notice could have been provided, and why this was so; or
 - 2. That such need could reasonably have been foreseen in time for adequate notice, but nevertheless such notice was not provided, and the reasons why.

Annual Notice

Annual notice of the year's regular meeting schedule must be physically posted in a public place, posted on the legal notices webpage and sent to the district website and sent to the municipal clerk within seven days following the annual organization meeting. This notice should contain the location of each meeting to the extent it is known as well as the time and date. If the schedule is revised at all, notice must be given within seven days of the revision.

The annual schedule serves as sufficient notice of any regularly scheduled meeting as long as it contains the proper date and location. If most meetings are on a regularly scheduled basis, whether they are formal sessions or study sessions, the notice requirement can be largely met through the once-a-year schedule.

Both the annual schedule of meetings, any revisions to that schedule, and notices of any additional meetings must be sent to any person upon request and upon prepayment of a sum set by the board, if required. Requests to be on the mailing list for notices can be made on an annual basis and are renewable each reorganization meeting.

Adjournment

The board may at any time recess or adjourn to an adjourned meeting at a specified date and place. The adjourned meeting shall take up its business at the point in the agenda where the motion to adjourn was acted upon.

TIME, PLACE, NOTIFICATION OF MEETINGS (continued)

Adopted: April 18, 1973
 Revised: December 21, 1978; October 19, 1989; April 9, 1992;
 August 27, 2026 FIRST READING
 NJSBA Review/Update: January 2012
 Readopted: August 21, 2014

Key Words

Meetings; Board of Education Meetings; Time, Place, Notification of Meetings

Legal References: N.J.S.A. 10:4-6 et seq. Open Public Meetings Act
N.J.S.A. 10:4-9.1 Electronic notice of meeting of public body; terms defined
N.J.S.A. 18A:10-3 First regular meeting of board
N.J.S.A. 18A:10-4 Secretary to give notice of meeting
N.J.S.A. 18A:10-5 Organization meeting as business meeting
N.J.S.A. 18A:10-6 Board meetings public; frequency; hours of commencement;
 adjournment, etc., for lack of quorum
N.J.A.C. 6A:32-3.1 Special meetings of district boards of education

Possible

Cross References: *1120 Board of education meetings
 *2240 Research, evaluation and planning

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

WOODBRIIDGE TOWNSHIP BOARD OF EDUCATION
Woodbridge, New Jersey

FILE CODE: 9323/9324

Bylaw

☐	Monitored
☐	Mandated
☒	Other Reasons

AGENDA PREPARATION/ADVANCE DELIVERY OF MEETING MATERIAL

The superintendent and the board president shall prepare the agenda for all meetings of the board. In doing so, they shall consult the board secretary.

Items of business suggested by any board member, staff member, or citizen of the district may be included at the discretion of the superintendent and board president. When appropriate, the agenda shall allow time for the remarks of citizens, staff members, or students who wish to speak briefly before the board.

The agenda shall be published pursuant to provisions of the Open Public Meetings Act and N.J.S.A. 35:3-1 to 5. The board shall follow the order of business set up by the agenda unless the order is altered by a majority vote of the members present and voting. At a regularly scheduled meeting for which an advance agenda has been provided to the public, items of business not anticipated at the time the agenda was prepared may be discussed and acted upon if a majority of the board present and voting agrees to consider them. However, existing board policies and bylaws may not be revised or new ones adopted unless the proposals are on the written agenda.

The agenda, together with supporting materials, shall be distributed to board members sufficiently prior to the board meeting to permit them to give items of business careful consideration. The agenda shall also be made available to the press, representatives of community and staff groups, and others, upon request.

Adopted:	April 18, 1973
Revised:	December 21, 1978; October 19, 1989; April 9, 1992, August 27, 2026 FIRST READING
NJSBA Review/Update:	January 2012
Readopted:	August 21, 2014

Key Words

Board Meeting Agenda, Delivery of Meeting Materials, Board Meeting Materials, Agenda

Legal References: N.J.S.A. 18A:11-1 General mandatory powers and duties
N.J.S.A. 18A:54-20 Powers of board (county vocational schools)
N.J.S.A. 35:3-1 to 5 Public Entities to Publish Notices

Crifasi v. Governing Body of the Borough of Oakland, 156 N.J. Super. 182 (App. Div. 1978)

Possible

Cross References: *1120 Board of education meetings
*9311 Formulation, adoption, amendment of policies
*9312 Formulation, adoption, amendment of bylaws

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

POLICY

READMITTANCE – COVID-19

Daily Home Screening for Students

Staying away from others helps stop the spread of the coronavirus (COVID-19). Therefore, parents/guardians are encouraged to conduct a daily home screening for COVID-19 symptoms on their child before the child leaves for school.

The following short check list shall be completed each morning by the parent/guardian. Parents/guardians shall report information indicating that the child may need to be excused to the school nurse:

SECTION 1: Symptoms

If your child has any of the following symptoms, that indicates a possible illness that may decrease the student's ability to learn and also put them at risk for spreading illness to others. Please check your child for these symptoms:

- ☐ Temperature 100.4 degrees Fahrenheit or higher when taken by mouth
- ☐ Sore throat
- ☐ New uncontrolled cough that causes difficulty breathing (for students with chronic allergic/asthmatic cough, a change in their cough from baseline)
- ☐ Diarrhea, vomiting, or abdominal pain
- ☐ New onset of severe headache, especially with a fever
- ☐ Chills
- ☐ Muscle Aches
- ☐ Nausea
- ☐ Fatigue
- ☐ Congestion
- ☐ Runny Nose
- ☐ Difficulty Breathing
- ☐ New Loss of Smell
- ☐ New Loss of Taste

SECTION 2: Close Contact/Potential Exposure

- ☐ Had close contact (within 6 feet of an infected person for at least 15 minutes) with a person with confirmed COVID-19
- ☐ Traveled to or lived in an area where the local or state health department is reporting large numbers of COVID-19 cases as described in the [Community Mitigation Framework](#)
- ☐ Lived in areas of high community transmission (as described in the [Community Mitigation Framework](#)) while the school remains open

READMITTANCE – COVID-19 (continued)Return-to-School

If the student/parent/caregiver answers YES to any question in Section 1 but NO to any questions in Section 2, the student would be excused from school in accordance with existing school illness management policy (e.g. until symptom-free for 24 hours without fever reducing medications).

If the student or parent or caregiver answers YES to any question in Section 1 and YES to any question in Section 2, the student shall be referred for an evaluation by their healthcare provider and possible testing. The school nurse shall consult with the local health department to develop a strategy to refer symptomatic individuals to an appropriate healthcare provider or testing site.

Testing results as a part of return to school policy are not required. Students who have received a negative test result should be allowed to return to school once their symptoms have otherwise improved.

Students diagnosed with COVID-19 or who answer YES to any question in Section 1 and YES to any question in Section 2 without negative test results should stay home, isolate themselves from others, monitor their health, and follow directions from their local health department. Students and their families should be advised that the local health department may contact the family for contact tracing. If contacted, families should notify the contract tracer that the student attended school.

Students diagnosed with COVID-19 or who answer YES to any component of Section 1 and YES to any component of Section 2 without negative test results shall be permitted to return to school when in line with current CDC recommendations in [“When Can I Be Around Others”](#) (see exhibit). A negative test or doctor’s note is **not** required for return. Questions regarding return to school shall be jointly decided in consultation with parents or caregivers, school personnel, and the student’s healthcare provider.

Students who are excluded from school shall be afforded the opportunity, as soon as feasible when they are well enough to participate in classwork, to make up any missed classwork without penalty in order to reduce mental or physical anxieties about missed academic opportunities.

School Isolation Protocols

Some students may develop symptoms of infectious illness while at school. The school nurse shall be notified immediately and take action to isolate students who develop these symptoms from other students and staff:

- A. Students with any of the symptoms in Section 1 shall follow board policy 5141.1 Illness to minimize transmission to others, to optimize learning opportunities, and to allow for these symptoms to resolve (at least 24 hours without fever reducing medications or in accordance with existing school illness policy);
- B. Students who develop any of the symptoms in Section 1 while at school shall be placed in an isolation area separate from staff and other students:
 1. School staff (e.g., workers, teacher aides, school health staff) who interact with a student who becomes ill while at school should use [Standard and Transmission-Based Precautions](#) when caring for sick people;
 2. Students who are sick should go home or to a healthcare facility depending on how severe their symptoms are, and follow [CDC guidance for caring for oneself and others](#) who are sick;
 3. Students identified at school who develop any of the symptoms in Section 1 and answer YES to any of the questions in Section 2 should be placed in an isolation area separate from staff and other students (e.g., a nurse’s office) and then sent home or to a healthcare facility if symptoms indicate a need for further evaluation:
 - a. If an ambulance is called, the healthcare staff shall be notified that the student may have been exposed to someone with COVID-19;
 - b. After the student is placed in an isolation area, school staff who work in the isolation area should follow CDC’s [Considerations for Cleaning and Disinfecting your Building or Facility](#).

READMITTANCE – COVID-19 (continued)

Note: The school nurse or other responsible staff members shall be mindful of appropriate safeguards to ensure that the student is isolated in a non-threatening manner, within the line of sight of adults, and for very short periods of time.

Confirmed Person with COVID-19 in the School Building

Short-term closure procedures may be implemented when there is a confirmed case of a student or staff member who was in the school building and found to have the Coronavirus (COVID-19). The board directs the chief school administrator to act according to the following CDC recommended procedures regardless of the level of community spread:

Coordinate with Local Health Officials

Once learning of a COVID-19 case in someone who has been in the school, the school nurse shall immediately notify local health officials. The local health officials shall be consulted in determining the course of action for the schools.

Dismiss Students and Most Staff for 2-5 Days

This initial short-term dismissal allows time for the local health officials to gain a better understanding of the COVID-19 situation impacting the school. This allows the local health officials to help the school determine appropriate next steps, including whether an extended dismissal duration is needed to stop or slow further spread of COVID-19:

- A. Local health officials' recommendations for the scope (e.g., a single school, multiple schools, the full district) and duration of school dismissals will be made on a case-by-case basis using the most up-to-date information about COVID-19 and the specific cases in the community;
- B. Extracurricular group activities, school-based afterschool programs, and large events (e.g., assemblies, spirit nights, field trips, and sporting events) shall be cancelled during school dismissals;
- C. Staff, students, and their families shall be discouraged from gathering or socializing anywhere. This includes group child care arrangements, as well as gathering at places like a friend's house, a favorite restaurant, or the local shopping mall.

Communication

The chief school administrator or his or her designee shall communicate with and provide updated information to staff, parents/guardians, and students. The chief school administrator or his or her designee shall coordinate with local health officials to communicate dismissal decisions and the possible COVID-19 exposure:

- A. This communication to the school community should align with the communication plan in the school's emergency operations plan;
- B. The plan shall include messages to counter potential stigma and discrimination;
- C. The confidentiality of the student or staff member information as required by the Americans with Disabilities Act and the Family Education Rights and Privacy Act shall be maintained.

Cleaning and Disinfecting

- A. Areas used by the individuals with COVID-19 shall be closed off. Maintenance staff shall wait as long as practical before beginning cleaning and disinfection to minimize potential for exposure to respiratory droplets. Maintenance staff shall open outside doors and windows to increase air circulation in the area. If possible, maintenance staff shall wait up to 24 hours before beginning cleaning and disinfection;

READMITTANCE – COVID-19 (continued)

- B. Cleaning staff should clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill persons, focusing especially on frequently touched surfaces;
- C. If surfaces are dirty, they should be cleaned using a detergent or soap and water prior to disinfection;
- D. For disinfection most common EPA-registered household disinfectants should be effective:
 - 1. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available at <https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19>. The manufacturer's instructions for all cleaning and disinfection products shall be followed (e.g., concentration, application method and contact time, etc.);
 - 2. Additionally, diluted household bleach solutions may be used if appropriate for the surface. Manufacturer's instructions for application and proper ventilation shall be strictly observed. Maintenance/cleaning staff shall check to ensure the product is not past its expiration date. Household bleach shall not be mixed with ammonia or any other cleanser. Unexpired household bleach will be effective against coronaviruses when properly diluted. Prepare a bleach solution by mixing:
 - a. 5 tablespoons (1/3rd cup) bleach per gallon of water; or
 - b. 4 teaspoons bleach per quart of water
- E. Additional information on cleaning and disinfection of community facilities such as schools can be found on [CDC's website](#).

Making Decisions about Extending the School Dismissal

Temporarily dismissing child care programs and K-12 schools is a strategy to stop or slow the further spread of COVID-19 in communities:

- A. During school dismissals (after cleaning and disinfection), the schools may stay open for staff members (unless ill) while students stay home. Keeping facilities open:
 - 1. Allows teachers to develop and deliver lessons and materials remotely, thus maintaining continuity of teaching and learning; and
 - 2. Allows other staff members to continue to provide services and help with additional response efforts.

The chief school administrator in consultation with the local health officials shall determine which, if any, staff should be allowed in the school;

- B. The chief school administrator shall work in close collaboration and coordination with local health officials to make dismissal and large event cancellation decisions. Schools are not expected to make decisions about dismissal or canceling events on their own. School dismissals and event cancellations may be extended if advised by local health officials. The nature of these actions (e.g., geographic scope, duration) may change as the local outbreak situation evolves.
- C. The chief school administrator shall seek guidance from local health officials to determine when students and staff should return to the school and what additional steps are needed for the school community. In addition, students and staff who are well but are taking care of or share a home with someone with a case of COVID-19 should follow instructions from local health officials to determine when to return to school.

Ensuring Continuity of Education.

- A. Continuity plans, including plans for the continuity of teaching and learning shall be reviewed by teaching staff members and administrators. E-learning plans, including digital and distance learning options shall be implemented as feasible and appropriate;
- B. The chief school administrator in consultation with school district staff and officials or other relevant state or local partners shall determine:

READMITTANCE – COVID-19 (continued)

1. If a waiver is needed for state requirements of a minimum number of in-person instructional hours or school days (seat time) as a condition for funding;
2. How to convert face-to-face lessons into online lessons and how to train teachers to do so;
3. How to triage technical issues if faced with limited IT support and staff;
4. How to encourage appropriate adult supervision while children are using distance learning approaches; and
5. How to deal with the potential lack of students' access to computers and the Internet at home.

Distributing Food to Students

If there is community spread of COVID-19, the chief school administrator or his or her designee shall design strategies to avoid distribution in settings where people might gather in a group or crowd. Options such as "grab-and-go" bagged lunches or meal delivery shall be considered.

Alternatives for Providing Essential Medical and Social Services for Students

Necessary services for children with special healthcare needs shall be provided as necessary and appropriate. The district may work with the state Title V Children and Youth with Special Health Care Needs (CYSHCN) Program in providing essential medical and social services.

Adopted: September 24, 2020; November 19, 2020

NJSBA Review/Update: August 2020

Readopted: November 19, 2020

REMOVED: August 27, 2026 (FIRST READING)

Key Words

Coronavirus, COVID-19, Sickness, Illness, Isolation, Return to School

<u>Legal References:</u>	<u>N.J.S.A.</u> 18A:16-6	Indemnity of officers and employees against civil actions
	<u>N.J.S.A.</u> 18A:16-6.1	Indemnity of officers and employees in certain criminal actions
	<u>N.J.S.A.</u> 18A:40-3	Lectures to teachers
	<u>N.J.S.A.</u> 18A:40-7	Exclusion of pupils who are ill
	<u>N.J.S.A.</u> 18A:40-8	Exclusion of pupils whose presence is detrimental to health and cleanliness
	<u>N.J.S.A.</u> 18A:40-10	Exclusion of teachers and pupils exposed to disease
	<u>N.J.S.A.</u> 18A:40-11	Exclusion of pupils having communicable tuberculosis
	<u>N.J.S.A.</u> 18A:40-12	Closing schools during epidemic
	<u>N.J.S.A.</u> 18A:40-25	Boards of education to provide nursing care to students in nonpublic schools
	<u>N.J.S.A.</u> 26:2T-1	Newly diagnosed Hepatitis C case; information, reports
	<u>N.J.S.A.</u> 26:4-6	Prohibiting attendance of teachers or pupils
	<u>N.J.S.A.</u> 26:4-15	Reporting of communicable diseases by physicians
	<u>N.J.S.A.</u> 26:5C-1 <u>et seq.</u>	<u>AIDS Assistance Act</u>
	<u>N.J.A.C.</u> 6A:16-1.1 <u>et seq.</u>	Programs to Support Student Development
	<u>See particularly:</u>	
	<u>N.J.A.C.</u> 6A:16-1.3, -2.1 <u>et seq.</u>	
	<u>N.J.A.C.</u> 8:57-1.1 <u>et seq.</u>	Reportable Communicable Diseases
	<u>See particularly:</u>	
	<u>N.J.A.C.</u> 8:57-1.3, -1.7, -2	

READMITTANCE – COVID-19 (continued)**Resources:**

Restart & Recovery Plan: The Road Back, NJDOE. <https://www.nj.gov/education/reopening/>

When You Can be Around Others, CDC. https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/end-home-isolation.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fprevent-getting-sick%2Fwhen-its-safe.html

Schools & Child Care: Plan, Prepare, and Respond, CDC.
<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html>

Possible

<u>Cross References:</u>	*1410	Local units
	*4112.4/4212.4	Employee health
	*4131/4131.1	Staff development; inservice education/visitations/conferences
	*5113	Attendance, absences and excuses
	*5125	Pupil records
	*5141	Health
	*5141.1	Accidents
	*5141.2	Illness
	*5141.4	Child abuse and neglect
	*5200	Nonpublic school pupils

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

FACE COVERINGS

Any face covering requirement shall comport with the mandates of any Federal directive, executive order of the Governor, administrative order of the State Director of Emergency Management, or order of a state, county or local health department having jurisdiction over the school district.

The chief school administrator, in consultation with the school nurse and the school medical inspector may at his/her discretion reinstate the face covering requirement and require staff, students and visitors to use face coverings in the indoor portion of the school district premises. Face covering requirements may be reinstated school-wide or in certain classes or school areas where social distancing cannot be implemented. The chief school administrator shall inform the board president prior to reinstating the face covering requirement.

The board prohibits bullying in accordance with law and board policy 5131.1 Harassment, Intimidation and Bullying of students who choose to wear personal protective equipment (PPE), including face coverings. Any student or staff member who is found to have harassed, intimidated or bullied a student for wearing personal protective equipment shall be disciplined in accordance with the code of student conduct and board policy 5131.1 Harassment, Intimidation and Bullying.

The chief school administrator, after consultation with the school nurse and the school medical inspector may at his/her discretion reinstate the face covering requirement and require staff, students and visitors to use face coverings in the indoor portion of the school district premises. Face covering requirements may be reinstated school-wide or in certain classes or school areas where social distancing cannot be implemented. The chief school administrator shall inform the board president prior to reinstating any universal face covering requirement. The chief school administrator may require staff and students to wear face coverings when:

- A. Recommended by the Centers for Disease Control and Prevention (CDC) and/or the New Jersey Department of Health (DOH) including the local DOH;
- B. Recommended by the New Jersey Department of Education;
- C. Local conditions indicate an escalation of infection in the schools or the towns sending students to the district;
- D. Social distancing cannot be implemented in a classroom or other school areas, including school assemblies and performances;
- E. Exposure to COVID-19 or any variant of the virus would be potentially life-threatening to a student or staff member with an underlying medical condition;
- F. Other reasons deemed appropriate by the board in consultation with the chief school administrator and school nurse.

Face Coverings

- A. When staff, students, and visitors are required to wear face coverings, unless doing so would inhibit the person's health. It is necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities. Exceptions to the requirement:
 - 1. When doing so would inhibit the individual's health, such as when the individual is exposed to extreme heat indoors;
 - 2. When the individual has trouble breathing, is unconscious, incapacitated, or otherwise unable to remove a face coverings without assistance;
 - 3. When a student's documented medical condition or disability, as reflected in an individualized education program (IEP) or Educational Plan pursuant to Section 504 of the Rehabilitation Act of 1973, precludes

FACE COVERINGS (continued)

- use of a face covering;
- 4. When a student's documented medical condition, as reflected in an individualized health care plan (IHP) precludes use of a face covering;
- 5. When the individual is under two (2) years of age;
- 6. When the individual is engaged in activity that cannot physically be performed while wearing a mask, such as eating or drinking, or playing a musical instrument that would be obstructed by a face covering;
- 7. When the individual is engaged in high-intensity aerobic or anaerobic activity;
- 8. When a student is participating in high-intensity physical activities during a physical education class in a well-ventilated location and able to maintain a physical distance of six feet from all other individuals; or
- 9. When wearing a face covering creates an unsafe condition in which to operate equipment or execute a task;
- 10. Students and staff being transported in connection with school-related activities shall continue to adhere to current CDC guidelines for public transportation.

Individuals seeking a medical exemption from mask wearing shall produce written documentation from a medical professional to support the exemption. Self-attestations and parental attestations are not sufficient for this purpose. Where appropriate, the Board's physician shall make a medical determination on a request for a medical exemption.

- B. Individuals shall be frequently reminded not to touch the face covering and to wash their hands frequently;
- C. Information shall be provided to staff, students, and students' families on proper mask hygiene, including use, removal, storage/maintenance, and washing of face coverings;
- D. Currently, the CDC does not recommend use of face shields as a substitute for face coverings. Therefore, they may not be used to satisfy the face covering requirement detailed above. However, under limited circumstances as determined appropriate for medical reasons, they may be an option for students with medical or other challenges that preclude the use of face coverings. If face shields are used without a mask, they should wrap around the sides of the wearer's face and extend to below the chin;
- E. Students and educators that rely on facial cues may consider the use of clear face coverings where available. This might include students who are deaf or hard of hearing, students receiving speech/language services, young students in early education programs, and English-language learners;
- F. Face coverings shall be provided by the student's family/guardian and may be included as part of the back to school supplies list provided to families/guardians prior to the start of the school year. The district shall strive to provide extra disposable face coverings for students who need them, and shall provide face coverings for students that are experiencing financial hardship and are unable to afford them to the greatest extent possible.

Social Distancing During a Pandemic

The district shall ensure that social distancing within the schools and classrooms is maintained to the maximum extent practicable. This will be achieved by ensuring students are seated at least three feet apart. When conditions such as space in the classroom or other areas of the school make a physical distance of three feet difficult or impossible to maintain, additional modifications shall be implemented. These include but are not limited to using physical barriers between desks and turning desks to face the same direction (rather than facing each other) or having students sit on only one side of the table, spaced apart.

Any modifications that are made to school district facilities shall be in coordination with local code officials and Department county offices to ensure that alterations adhere to school safety requirements.

Social distancing practices shall be maintained on school buses (at least three feet of distance between riders) to the maximum extent practicable (see board policy 3541.33 Transportation Safety).

FACE COVERINGS (continued)Screening

When local conditions indicate an escalation of infection in the schools or the towns sending students to the district, screening procedures may be implemented for staff students and visitors entering the schools according to the following guidelines:

A. Screening and Personal Protective Equipment (PPE):

1. Adequate amount of personal protective equipment (PPE) shall be available, accessible, and provided for use by staff and students. Staff and students shall be required to wear masks when being admitted to the school and screened for entry;
2. The principal or his or her designee shall develop a school entry plan that includes:
 - a. Staff assigned to do the screening;
 - b. Designated entrances that will be used to admit students;
 - c. The assignment of classes and grades to designated entrances and/or designated entrance times;
3. Staff must visually check students for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms;
4. Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations;
5. Results must be documented when signs/symptoms of COVID-19 are observed;
6. Screening procedures shall take into account students with disabilities and accommodations that may be needed in the screening process for those students;

B. Procedures for symptomatic staff and students:

1. The school principal shall establish an isolation space;
2. Students and staff with symptoms related to COVID-19 shall be safely and respectfully isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult;
3. The [current Communicable Disease Service](#) guidance for illness reporting shall be followed;
4. If a staff member becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, the staff members shall notify the principal and the school nurse. The school nurse shall immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality;

C. Preparations for when someone tests positive for COVID-19:

1. The school principal shall establish an isolation space;
2. Students and staff with symptoms related to COVID-19 shall be safely and respectfully taken to the designated isolation space and isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult;
3. The [current Communicable Disease Service](#) guidance for illness reporting shall be followed;
4. Readmittance to school shall be consistent with [Department of Health guidance and information for schools](#) and Department of Health/Communicable Disease Service's [Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19](#);
5. Contact tracing shall be initiated including records of groups/cohorts, assigned staff, and daily attendance.

D. Protocols to address a positive case:

Students and employees may be asked to leave or not come into school if they test positive for COVID-19 or exhibit one or more of the symptoms of COVID-19, based on CDC guidance, that is not otherwise explained:

FACE COVERINGS (continued)

1. A fever of 100° F or greater;
2. Cough;
3. Shortness of breath or difficulty breathing;
4. Chills;
5. Repeated shaking with chills;
6. Muscle pain;
7. Headache;
8. Sore throat;
9. New loss of taste or smell;
10. Fatigue;
11. Congestion or runny nose;
12. Nausea or vomiting;
13. Diarrhea.

Adopted: October 21, 2021

Revised: May 19, 2022

REMOVED: August 27, 2026 (FIRST READING)

Key Words

Immunizations, Inoculations, Examinations, Pupil Physical Examinations, Student Physical Examinations, Health

Legal References: N.J.S.A. 18A:35-4.6
through -4.8
N.J.S.A. 18A:40-4

N.J.S.A. 18A:40-4.4
N.J.S.A. 18A:40-4.5
N.J.S.A. 18A:40-5
N.J.S.A. 18A:40-6
N.J.S.A. 18A:40-7, -8,
-10, -11
N.J.S.A. 18A:40-12.37
N.J.S.A. 18A:40-20
N.J.S.A. 26:1A-9.1
N.J.S.A. 26:4-6
N.J.A.C. 6A:14-3.4
N.J.A.C. 6A:16-1.1et seq.
See particularly:
N.J.A.C. 6A:16-1.1, -1.3,
-2.1, -2.2, -2.3, -2.4
N.J.A.C. 8:57-4.3
N.J.A.C. 8:57-4.4
N.J.A.C. 8:57-4.5
N.J.A.C. 8:57-4.7
N.J.A.C. 8:57-4.8
N.J.A.C. 8:57-4.9
N.J.A.C. 8:57-4.22

Parents Right to Conscience Act of 1979

Examination for physical defects and screening of hearing
of pupils; health records
Exemption
Immunity from action of any kind due to provisions of act
Method of examination; notice to parent or guardian
In general

Exclusion of pupils who are ill
Release to share medical information
Immunization at public expense
Exemption of pupils from mandatory immunizations
Prohibiting attendance of teachers or pupils
Evaluation
Programs to Support Student Development

Medical exemptions
Religious exemptions
Provisional admission
Records required
Reports to be sent to the State Department of Health
Records available for inspection
Emergency power of the Commissioner, Department of
Health and Senior

20 U.S.C.A. 1232h

Protection of Pupil Rights Amendment

FACE COVERINGS (continued)**Possible**

<u>Cross References:</u>	*1410	Local units
	*4123	Classroom aides
	*5111	Admission
	*5113	Absences and excuses
	*5131.6	Drugs, alcohol, tobacco (substance abuse)
	*5141	Health
	*5141.21	Administering medication
	*5200	Nonpublic school pupils
	*6142.4	Physical education and health
	*6145.1/6145.2	Intramural competition; interscholastic competition
	*6162.5	Research
	*6164.4	Child study team
	*6171.4	Special education

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

VACCINATION AND TESTING

The board believes that preventing the transmission of COVID-19 is critical to keeping schools open for in-person instruction. The board requires that all eligible teachers, educational staff, contracted employees, vendors, volunteers, providers and any other individuals working in the schools where regular visits to the schools are part of the individual's job duties, be fully vaccinated. Unvaccinated eligible teachers, educational staff, contracted employees, vendors, volunteers, providers and any other individuals working in the schools shall be subject to routine COVID-19 testing.

Executive Order 253 declares that "the State has experienced significant upticks in critical COVID-19 metrics over the past few months, including COVID-19 positive cases, the rate of transmission, spot positivity, and new hospitalizations, that warrant additional precautions in certain settings, especially those with a substantial number of unvaccinated individuals. The Centers for Disease Control (CDC) has emphasized that vaccination is a critical means to prevent spread of COVID-19 and to avoid infection of those individuals that cannot be vaccinated because their age precludes them from receiving one... The majority of the student population remains ineligible for vaccination at this time." Therefore, the CDC has strongly recommended vaccination of all eligible teachers and educational staff.

Executive Order 253 also declares that as of October 18, 2021, all staff members who are eligible to be vaccinated against COVID-19 must receive the vaccine or be subject to routine COVID-19 testing. Executive Order 253 also applies to contracted employees, vendors, providers and any other individuals working in the schools where regular visits to the schools are part of the individual's job duties, including volunteers.

According to N.J.S.A. 26:13-3, the Governor of the State has the authority to declare a public health emergency. According to N.J.S.A. App.A:9-33, the purpose of the Civilian Defense and Disaster Control Act is to "provide for the health, safety and welfare of the people of the State of New Jersey and to aid in the prevention of damage to and the destruction of property during any emergency ... by prescribing a course of conduct for the civilian population...." According to N.J.S.A. App.A:9-40, public officials are required to fully cooperate with the Governor in all matters affecting any declared emergency. Furthermore, Executive Order 253 expressly forbids state entities from taking any action that conflicts with or impedes its implementation.

Definitions

"Covered settings" are all public, private, and parochial preschool programs, and elementary and secondary schools, including charter and renaissance schools.

"Covered workers" shall include all individuals employed by the covered setting, both full and part-time, including, but not limited to, administrators, teachers, educational support professionals, individuals providing food, custodial, and administrative support services, substitute teachers, whether employed directly by a covered setting or otherwise contracted, contractors, providers, and any other individuals performing work in covered settings whose job duties require them to make regular visits to such covered settings, including volunteers. Covered workers do not include individuals who visit the covered setting only to provide one-time or limited duration repairs, services, or construction.

"Fully vaccinated" for COVID-19 is two weeks or more after an individual has received the second dose in a two-dose series or two weeks or more after they have received a single-dose vaccine. Individuals will only be considered fully vaccinated where they have received a COVID-19 vaccine that is currently authorized for emergency use by the Food and Drug Administration (FDA) or the World Health Organization (WHO), or that are approved for use by the same. Workers who are not fully vaccinated, or for whom vaccination status is unknown or who have not provided sufficient proof of documentation, shall be considered unvaccinated.

VACCINATION AND TESTING (continued)Vaccination and Testing

The board requires all covered workers to either provide adequate proof that they have been fully vaccinated or submit to COVID-19 testing at minimum one to two times weekly. This requirement shall take effect on October 18, 2021, at which time any covered workers that have not provided adequate proof that they are fully vaccinated must submit to a minimum of weekly or twice weekly testing on an ongoing basis until fully vaccinated.

Covered workers may demonstrate proof of full vaccination status by presenting the following documents if they list COVID-19 vaccines currently authorized by the Food and Drug Administration (FDA) Emergency Use Authorization (EUA) in the United States and/or the World Health Organization (WHO), along with an administration date for each dose:

- A. The CDC COVID-19 Vaccination Card issued to the vaccine recipient by the vaccination site, or an electronic or physical copy of the same;
- B. Official record from the New Jersey Immunization Information System (NJIS) or other State immunization registry;
- C. A record from a health care provider's portal/medical record system on official letterhead signed by a licensed physician, nurse practitioner, physician's assistant, registered nurse or pharmacist;
- D. A military immunization or health record from the United States Armed Forces; or
- E. Docket mobile phone application record or any state specific application that produces a digital health record.

Covered settings collecting vaccination information from covered workers must comport with all federal and State laws, including but not limited to the Americans with Disabilities Act, that regulate the collection and storage of that information.

Testing

The covered worker shall undergo screening testing at a minimum of one to two times each week.

The unvaccinated covered worker shall submit proof of a COVID-19 test to the chief school administrator or his or her designee. The district shall provide the unvaccinated covered worker with on-site access to an antigen or molecular COVID-19 test.

If the covered worker is not working on-site during a week where testing would otherwise be required, the worker is still required to submit to testing for that week. This testing requirement is in addition to any other diagnostic testing of symptomatic workers or screening testing of vaccinated workers.

Tracking and Records

The chief school administrator shall assign a staff member who is responsible for tracking test results and reporting such results to local public health departments.

The collection of and storage of test results, examination results and proof of vaccination documentation shall comport with board policies and all federal and State laws, including but not limited to the Americans with Disabilities Act, that regulate the collection and storage of that information. Employee records and documentation shall be kept in the employee's confidential health record that shall be maintained separately from other personnel files (see board policy 4112.6/4212.6 Personnel Records). The custodian of records shall maintain test results, examination results and proof of vaccination records and documentation for all other covered workers in a locked and secure location to ensure confidentiality (see board policy 3570 District Records and Reports).

VACCINATION AND TESTING (continued)

FIRST READING: September 23, 2021
SECOND READING: October 21, 2021
REMOVED: August 27, 2026 (FIRST READING)

Key Words

Proof of Vaccination, Vaccination, COVID-19, Coronavirus, Examination, Test

Resources:

The CDC recently issued updated guidance regarding considerations for wearing face coverings and how it can help slow the spread of COVID-19. Schools should refer to this guidance as it includes details regarding who should and should not wear a face covering:

[Guidance for COVID-19 Prevention in K-12 Schools | CDC](#)

Centers for Disease Control and Prevention “Your Guide to Masks” at: [Your Guide to Masks | CDC](#)

NJDOE School Reopening Frequently Asked Questions at:

<https://www.nj.gov/education/reopening/faqs/#sd>

NJDOE Update to Conditions of Learning, Health and Safety, “Critical Area of Operation #5: Screening, PPE, and Response to Students and Staff Presenting Symptoms” and “Critical Area of Operation #3: Transportation” <https://nj.gov/education/reopening/updates/docs/RestartUpdateFacecoverings080320.pdf>

“Physical Distancing, face coverings, and eye protection to prevent person-to-person transmission of SARS-CoV-2 and COVID-19: a systematic review and meta-analysis,” September 21, 2020. D.K. Chu, S. Duda, K. Solo, S. Yaacoub, and H. Schunemann. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7503118/>

<u>Legal References:</u>	N.J.S.A. 18A:35-4.6 through -4.8	<u>Parents Right to Conscience Act of 1979</u>
	N.J.S.A. 18A:40-4	Examination for physical defects and screening of hearing of pupils; health records
	N.J.S.A. 18A:40-4.4	Exemption
	N.J.S.A. 18A:40-4.5	Immunity from action of any kind due to provisions of act
	N.J.S.A. 18A:40-5	Method of examination; notice to parent or guardian
	N.J.S.A. 18A:40-6	In general
	N.J.S.A. 18A:40-7, -8, -10, -11	Exclusion of pupils who are ill
	N.J.S.A. 18A:40-12.37	Release to share medical information
	N.J.S.A. 18A:40-20	Immunization at public expense
	N.J.S.A. 26:1A-9.1	Exemption of pupils from mandatory immunizations
	N.J.S.A. 26:4-6	Prohibiting attendance of teachers or pupils
	N.J.A.C. 6A:14-3.4	Evaluation
	N.J.A.C. 6A:16-1.1et seq.	Programs to Support Student Development
	See particularly:	
	N.J.A.C. 6A:16-1.1, -1.3, -2.1, -2.2, -2.3, -2.4	
	N.J.A.C. 8:57-4.3	Medical exemptions
	N.J.A.C. 8:57-4.4	Religious exemptions
	N.J.A.C. 8:57-4.5	Provisional admission
	N.J.A.C. 8:57-4.7	Records required
	N.J.A.C. 8:57-4.8	Reports to be sent to the State Department of Health
	N.J.A.C. 8:57-4.9	Records available for inspection
	N.J.A.C. 8:57-4.22	Emergency power of the Commissioner, Department of Health and Senior Services
	20 U.S.C.A. 1232h	Protection of Pupil Rights Amendment

VACCINATION AND TESTING (continued)

Executive Order No. 251, Governor Philip D. Murphy, August 6, 2021.
 Executive Order No. 253, Governor Philip D. Murphy, August 23, 2021.

The NJDOE Guidance: *The Road Back: Restart and Recovery* at:
<https://www.nj.gov/education/reopening/>

The NJDOE Guidance: *The Road Forward: Health and Safety Guidance for the 2021-2022 School Year* at: [The Road Forward \(nj.gov\)](https://www.nj.gov/education/reopening/)

Possible

<u>Cross References:</u>	*1410	Local units
	*4123	Classroom aides
	*5111	Admission
	*5113	Absences and excuses
	*5131.6	Drugs, alcohol, tobacco (substance abuse)
	*5141	Health
	*5141.21	Administering medication
	*5200	Nonpublic school pupils

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

**PRACTICE AND PRE-SEASON HEAT ACCLIMATION FOR
INTERSCHOLASTIC ATHLETICS**

The Board of Education adopts this policy as a measure to protect the safety, health and welfare of pupils participating in school-sponsored interscholastic athletic programs. The Board believes practice and pre-season heat-acclimation guidelines for student-athletes will minimize injury and enhance the student-athlete's health, performance, and well-being.

For the purposes of this policy, "practice time" means the time a player engages in physical activity. Warm-up, stretching, conditioning, weight training, and cool-down periods shall be calculated in practice time.

For the purposes of this policy "walk-through" means practice time where no protective equipment or strenuous activity is permitted and only balls and field markers (cones) may be used.

The first five days of the Board approved pre-season practice shall consist of no more than three hours of practice time. This three-hour practice time during the first five days may be divided into multiple sessions, but total practice time shall not exceed three hours. Full protective gear required for any athletic program may only be worn by student-athletes on the third day of practice and thereafter. Activities during the first two days of practice will be limited to those activities where full protective gear is not needed or required. Protective headgear and mouth protection may be worn on the first two days. Full equipment shall not be worn for any practice that is held before the NJSIAA official start of practice date.

A student-athlete shall not be permitted to participate in a scrimmage for any sport until he/she has completed six complete days of practice.

An athletic team may not practice for more than six consecutive days and one twenty-four hour rest period must be included within a seven-day period. After the fifth day of practice, the maximum allotted time per day for practice shall not exceed five hours. The five-hour practice time may be divided into multiple sessions but total practice time in any day shall not exceed five hours. A five-hour practice day may not be followed by a practice day greater than three hours. Therefore, practice days may follow a 3-5-3-5 format. A minimum of a three-hour recovery period shall be provided after any session of greater than two hours in length and a three-hour recovery period should be provided before a walk-through.

The Chief School Administrator may reduce the practice times in this policy in the event the weather and/or temperature warrants such action. This policy shall be approved by the school district's physician prior to the Board of Education approval.

Reference: NJSIAA Pre-Season Heat-Acclimation Guidelines

Date Adopted: June 27, 2013

Readopted: August 21, 2014

REMOVED: August 27, 2026 (FIRST READING)

August 27, 2026

The Curriculum, Extra-curricular Activities and Technology Committee, on recommendation of the Superintendent of Schools and the Assistant Superintendent for Curriculum and Instruction, presents the following:

1. That the Board of Education approve the following textbook for the instructional program:

Conceptual Physics

Paul G. Hewitt	Physics R/S	\$145.00
Pearson Education		
221 River Street		
Hoboken, NJ 07030	2022	

Inspire Chemistry

Buthelezi/Dingrando/Hainen/Wistrom/Zike	Chemistry R/S	\$151.47
McGraw Hill Education		
8787 Orion Place		
Columbus, OH 43240	2027	

2. That the Board of Education approve the following supplemental books for the instructional program:

Night

Elie Wiesel	English 1	\$13
Bantam Books		
New York, NY	1956	

3. That the Board of Education approve the previously submitted Woodbridge Township School District Professional Development Plan for 2026-2027.
4. That the Board of Education approve the previously submitted five-year curriculum evaluation schedule for 2026-2031 for all content areas at all grade levels.
5. That the Board of Education approve the previously submitted list of Curricula courses/programs for the 2026-2027 school year.
6. That the Board of Education approve the previously submitted "Student Learning Objectives for receiving credit in High School Courses" booklet for the 2026-2027 school year.
7. That the Board of Education approve the previously submitted updated "High School Program of Studies" booklets for the academic year 2026-2027.
8. That the Board of Education approve the previously submitted updated "Middle School Program of Studies" booklets for the academic year 2026-2027.
9. That the Board of Education approve the previously submitted updated "Elementary School Program of Studies" booklets for the academic year 2026-2027.
10. That the Board of Education approve the previously submitted Nursing Services Plan (Summary) for the 2025-2026 school year.

11. That the Board of Education adopt the following curriculum for the instructional program:

<u>Curriculum (new/revised)</u>	<u>Grade(s)</u>
Chemistry	10-12
Physics	10-12
Physical Education APE	K-12
Reading Enhancement	K-12

August 27, 2026

12. That the Board of Education approve the following manuals/handbooks for Woodbridge Township School District for 2026-2027 school year:

Manuals

Chemical Hygiene Plan for Art

Coaches Manual

Family Writing

Intervention & Referral Services Procedures

Nursing Manual

PEOSHA Laboratory Standard – Woodbridge Township Board of Education Chemical Plan

Supplemental NOCTI Testing Guide: Business Management & Business Organizational Mgmt

Supplemental NOCTI Testing Guide: Business Law & Principles of Business

Standardized Testing Manual

I move for the adoption of the foregoing.

Motion by _____

Seconded by _____

August 27, 2026

The **Finance and Insurance Committee**, on recommendation of the Superintendent of Schools and the Business Administrator/Board Secretary, presents the following:

1. That the Board of Education approves payment of the bills in the amount of \$4,563,290.70 Capital Projects bills in the amount of \$0.00 and Food Service Department bills in the amount of \$0.00.
2. That the Board of Education accept the attached Business Administrator/Board Secretary's Monthly Interest and Investment Report for the months of July 2026.
3. That the Board of Education accept the Report of the Treasurer for the months of July 2026.
4. That the Board of Education accept the Report of the Secretary for the months of July 2026.
5. That the members of the Board of Education certify that to the best of their knowledge no major account or fund has been over expended in violation of N.J.A.C. 6A:23A-16.10(b) and that sufficient funds are available to meet the district's financial obligations for the remainder of the fiscal year.
6. That the bookkeeping transfers pertaining to the 2026-2027 budgetary accounts be approved as per the attached list.
7. That the Board continues to use the New Jersey Department of Treasury mileage reimbursement in accordance with the Fiscal Year 2023 Appropriations Act at a rate of \$0.47 per mile for the 2026-2027 school year.
8. That the Board of Education approve payment of the New Jersey School Boards Association 2026-2027 School Year Membership Dues, in the amount of \$28,718.08.
9. That the Board of Education approve the agreement between the Woodbridge Township Board of Education and the YMCA of Metuchen/Woodbridge for the purpose of conducting before-school programs for the 2026-2027 school year at several locations throughout the district.
10. That the Board of Education approve the following authorized check signers for all "Student Activity Accounts" for the 2026-2027 school year:

Avenel Middle School:
PNC Bank
Primary Thomas Leusen
Cosigner(s) Corrinne Smith, MaryAnn Miller

Colonia Middle School
TD Bank
Primary Joseph Short
Cosigner(s) Alisha Davison, Shamila Seepersad

Fords Middle School
TD Bank
Primary Jennifer Murphy
Cosigner(s) Matthew Taber, Phyllis Morrison

August 27, 2026

Iselin Middle School
 TD Bank
 Primary Kelly Ann Cilento
 Cosigner(s) Douglas Sealander, Michelle Arduini

Woodbridge Middle School
 TD Bank
 Primary Jamison Panko
 Cosigner(s) Brian O'Halloran, Christine Lewis

Colonia High School
 TD Bank
 Primary Christopher Chiera
 Cosigner(s) Joann Gobbo, Cynthia DiChiara, Abel Ramos

John F. Kennedy Memorial High School
 TD Bank
 Primary Dr. James Parry
 Cosigner(s) Steven Caroscio, Elaine Murray, Alison Valente

Woodbridge High School
 TD Bank
 Primary Scott Osborne Woodbridge
 Cosigner(s) Tamiko Gourdine-Broadway, Lee Mosko, Tara DelGaudio

11. That the Board of Education, as required by state law (partially reimbursable in state aid), approve the enrollment of the following disabled students in a Special School Year Program for 2026-2027, in accordance with their Individual Educational Programs (IEPs) as shown below:

Case No.	Recommended Placement Effective Date	Tuition
P2609-09-09-OHI	Honor Ridge Academy 9/2/2026	\$50,050.00
G2609-12-06-ERI	Collier School 9/3/2026	\$73,080.00

12. That the Board of Education approves the following Student to receive the services of the New Jersey Commission for the Blind and Visually Impaired for the 2026-2027 School Year. (Costs to be taken from the district's State Aid ASSA entitlement):

Case No.	Cost
YP	\$2,668.00

13. That a note be made in the minutes amending Item 37, July 16, 2026, Finance and Insurance's Agenda to read as follows, with regard to the Tuition/Start date for the following student(s):

Case No.	Placement Recommended Effective	Date Tuition
C2101-08-09-OHI	SCESC 9/4/2026	\$78,070.00

14. That the Board of Education approve the projected tuition costs for 2 students to Central Jersey College Prep Charter School, 101 Mettlers Road, Somerset, NJ 08873, for the 2026-2027 school year at a total cost of \$64,731.00.
15. That the Board of Education approve the projected tuition costs for 3 students to Hatikvah International Charter School, 7 Lexington Avenue, East Brunswick, NJ 08816, for the 2026-2027 school year at a total cost of \$42,151.00.
16. That the Board of Education approve the projected tuition costs for 3 students to College Achieve Central Charter School, 365 Emerson Avenue, Plainfield NJ 07062, for the 2026-2027 school year at a total cost of \$59,154.00.
17. That the Board of Education approve the projected tuition costs for 5 students to Cresthaven Academy Charter School, 530 W 7th St., Plainfield, NJ 07060, for the 2026-2027 school year at a total cost of \$83,666.00.
18. That the Board of Education approve the projected tuition costs for 1 student to East Orange Community Charter School, 99 Washington St., East Orange, NJ 07017, for the 2026-2027 school year at a total cost of \$20,758.00.
19. That the Board of Education approve the projected tuition costs for 4 students to North Star Academy Charter School, 108 S 9th Street, Newark, NJ 07107, for the 2026-2027 school year at a total cost of \$64,254.00.
20. That the Board of Education approve the projected tuition costs for 4 students to Team Academy Charter, 60 Park Place, Newark, NJ 07102, for the 2026-2027 school year at a total cost of \$89,759.00.
21. That the Board of Education approve the projected tuition costs for 102 students to Middlesex County STEM Charter School, 34 Market Street, Perth Amboy, NJ 08861, for the 2026-2027 school year at a total cost of \$2,230,102.00.
22. That the Board of Education approve the Science pilots, Inspire Science by McGraw Hill and Smithsonian Science for the Classroom by Carolina, for Grades K, 1 and 2 at Port Reading School #9, Oak Ridge Heights School #21, Lafayette Estates School #25 and Oak Tree Road School #29 during the 2026-2027 school year.
23. That the Board of Education appoint Academic Success Associates, Marie Dembowski & Krysten Perez, 625 Central Avenue, Westfield, NJ 07090, to perform dyslexia screening for the 2026-2027 school year at a cost of \$825 per student. (Payment will be from budget account 11-000-213-600-75-D-TS-TG).
24. That the Board of Education appoint Academic Success Associates, Marie Dembowski & Krysten Perez, 625 Central Avenue, Westfield, NJ 07090, to perform dyslexia re screenings for the 2026-2027 school year at a cost of \$400.00 per student.
25. That the Board of Education approve payment not to exceed \$2,225 to Kristine Gibson LLC for three professional development sessions, middle school Social Studies, middle school English Language Arts and new high school ELA teachers, on October 12, 2026. (Payment will be from account #11-000-223-320-75-T-CH-PD.)

26. That the Board of Education approve payment not to exceed \$1,650 to Inspired Instruction for a professional development workshop entitled "An Educator's Guide to Developing and Utilizing Common Assessments" for the district's 6th-8th grade ELA teachers on October 12, 2026. (Payment will be from Account# 11-000-223-320-75-T-CH-PD.)
27. That Board of Education approve payment not to exceed \$7,200 to Staff Development Workshops, Inc., for two professional development workshops for Grade 6-12 21st Century Life & Careers and Business teachers and two professional development workshops for the Grade 6-12 math teachers, one for each level, on October 12, 2026. (Payment will be from Account# 11-000-223-320-75-T-CH-PD.)
28. That the Board of Education approve payment not to exceed \$18,000 to Herren Talks for an assembly program for all 11th grade students. (Payment will be from budget account #11-190-100-320-75-S-PK-RS.)
29. That the Board of Education approve payment not to exceed \$222,770 to IXL Learning for the site licenses for Grade K-1 and 9-12 Math and ELA and Grade 2-8 Math, ELA, Science and Social Studies for the 2026-2027 school year. (Payment will be from budget account #11- 000-252-500-75-Z-AB-T3.) This contract is awarded without competitive bidding as an "Educational Service" under the provisions of the Public School Contract Law (N.J.S.A. 18A:18A-5(a)(5)).
30. That the Board of Education approve payment not to exceed \$281,050 to Advanced Assessment Systems, Inc., (d/b/a Linkit) (RFP-27-05) for data warehousing and reporting, assessment solutions, and support for grades 1-12 for the 2026-2027 school year. (Payment will be from budget account #11-190-100-610-75-Z-TA-00.)
31. That the Board of Education approve payment not to exceed \$236,825 to Advanced Assessment Systems, Inc., (d/b/a Linkit)) (RFP-27-05) for district-wide language arts and math assessment professional development grades 2-12 for the 2026-2027 school year. All services will be provided by a professional development services specialist. (Payment will be from funded account #20-271-200-300-75-F-00-00.)
32. That the Board of Education approve payment not to exceed \$1,650 to Inspired Instruction for a professional development workshop entitled "Effective Differentiation for Whole Class Instruction" for St. James Elementary School on September 4th. (Payment will be from funded account #20-271-200-300-93-F-00-NP.)
33. That the Board of Education approve payment not to exceed \$1,500 to Red River Press Inc. for middle school multilingual learners Ellli subscription renewal for the 2026-2027 school year. (Payment will be from Title III funded account 20-241-100-600-75-F-00-00).
34. That the Board of Education approve payment not to exceed \$1,875 to Explore K12 for Raz-Plus ELL subscription renewal for the 2026-2027 school year. (Payment will be from Title III funded account 20-241-100-600-75-F-00-00).

35. That the Board of Education approve payment not to exceed \$51,480 to Benchmark Education Company for Advancing Language Learning for grades K-5 multilingual learners for the 2026-2027 school year. (Payment will be from Title III funded account 20-241-100-600-75-F-00-00). This contract is awarded without competitive bidding as an "Educational Service" under the provisions of the Public School Contract Law (N.J.S.A. 18A:18A-5(a)(5)).
36. That the Board of Education approve payment not to exceed \$1,440 to Benchmark Education Company for Hello! grades 3-5 teacher subscription renewal for the 2026-2027 school year. (Payment will be from Title III funded account 20-241-100-600-75-F-00-00). This contract is awarded without competitive bidding as an "Educational Service" under the provisions of the Public School Contract Law (N.J.S.A. 18A:18A-5(a)(5)).
37. That the Board of Education approve payment not to exceed \$64,692 to Vista Higher Learning for Engage 2025 and Get Ready 2027 grades 9-12 multilingual learners for the 2026-2027 school year. (Payment will be from Title III funded account 20-241-100-600-75-F-00-00). This contract is awarded without competitive bidding as an "Educational Service" under the provisions of the Public School Contract Law (N.J.S.A. 18A:18A-5(a)(5)).
38. That the Board of Education approve payment not to exceed \$40,482 to Vista Higher Learning for Bridges 2023 and Get Ready 2027 grades 6-8 multilingual learners for the 2026-2027 school year. (Payment will be from Title III funded account 20-241-100-600-75-F-00-00). This contract is awarded without competitive bidding as an "Educational Service" under the provisions of the Public School Contract Law (N.J.S.A. 18A:18A-5(a)(5)).
39. That the Board of Education approve the Wisdom Circuit pilot at Iselin Middle School during the 2026-2027 school year at a cost not to exceed \$7,000. (Payment will be from Title IV funded account 20-281-100-300-75-F-WR-AL.)
40. That the Board of Education approve payment to SHI Corp, (Co-op Contract #: E-8801-NJSBA ACES-CPS), in the amount of \$78,487.50 for Workspace for Education Plus for the 2026-2027 school year. (Payment will be from budget account 11-000-252-500-77-Z AB-TC).

I move for the adoption of the foregoing.

Motion by: _____

Seconded by: _____

REPORT TO THE TREASURER TO THE BOARD OF EDUCATION

WOODBIDGE

All Funds

Jul-26

CASH REPORT					
FUNDS		1 Beginning Cash Balance	2 Cash Receipts This Month	3 Cash Disburse- ments This Month	4 Ending Cash Balances (1)+(2)-(3)
	GOVERNMENTAL FUNDS				
1A	General Fund - Fund 10	(3,993,122.71)	17,626,962.11	5,600,515.16	8,033,324.24
	Special Revenue Fund - Fund 20	3,228,070.73	44,989.10	39,743.33	
	Debt Service Fund - Fund 40	2.84	5,085,717.00	8,366,204.75	(3,280,484.91)
	Enterprise Aftercare - Fund 65	296,554.32	-	-	296,554.32
1B	Investment	68,133,692.23	119,030.92	-	68,252,723.15
1C	Reserve Accounts	88,893,124.62	225,015.36	1,000,000.00	88,118,139.98
2A	Scholarship & Other Fund - Fund 20 Investme	1,233,220.58	-	-	1,233,220.58
3	Total Governmental Funds	157,791,542.61	23,101,714.49	15,006,463.24	165,886,793.86
4					
5	Payroll	2,000.00	7,904,497.48	7,904,497.48	2,000.00
6	Payroll Agency		1,728,266.44	1,664,913.96	63,352.48
7	SUI	3,369,671.10	-	-	3,369,671.10
8	Flex	106,029.14	500.00	18,437.68	88,091.46
9	Total Trust & Agency Funds	3,477,700.24	9,633,263.92	9,587,849.12	3,523,115.04
10					
11	Total All Funds	161,269,242.85	32,734,978.41	24,594,312.36	169,409,908.90

Prepared and Submitted By:



Treasurer of School Monies
Richard Lorentzen, CTC

August 18, 2026

Date

2026-2027
Agenda Transfers
August 27, 2026

	FROM:			TO:		
1)	11-190-100-611-24-Z-AD-SU	Capital Supplies- #24	2,200.00	12-120-100-730-30-B-AD-00	Elementary Equipment	2,200.00
			2,200.00			2,200.00
1)	Transfer requested by principal to purchase an air conditioner over 2k.					

Woodbridge Board of Education
Interest & Investment Report Reconciliation
7/31/2026

INTEREST EARNED THIS MONTH

INTEREST EARNED

Opening Balance	53,920,266.43
Interest Earned from Operating Funds	43,797.30
Interest Earned from Investments	119,030.92
Interest Earned on Reserve Funds	225,015.36
Interest Earned on Scholarship Fund	-
Ending Balance	<u>53,920,266.43</u>

CURRENT INVESTMENT AND PROJECTED INTEREST FOR:

<u>FUND</u>	<u>AMOUNT</u>	<u>RATE</u>	<u>PROJECTED INTEREST</u>
Operating Funds	8,282,710.15	3.04%	20,982.87
Investments	68,252,723.15	3.10%	176,319.53
Reserve Funds	88,118,139.98	3.04%	223,232.62
	<u>161,121,179.00</u>		<u>402,802.95</u>

CURRENT INVESTMENTS

TERM

AMOUNT

BCB BANK		23,511,699.83
BCB BANK CERTIFICATE OF DEPOSIT x1077	5/1/26 - 8/1/26	2,217,705.12
BCB BANK CERTIFICATE OF DEPOSIT x2455	5/7/26 - 8/7/26	5,155,560.88
BCB BANK CERTIFICATE OF DEPOSIT x2323	3/17/26 - 9/16/26	2,103,125.47
CHASE BANK		5,487,529.38
CHASE BANK CERTIFICATE OF DEPOSIT	7/27/26 - 6/18/27	5,369,614.12
CITIZENS BANK		5,527,253.84
COLUMBIA BANK		5,762,764.80
COLUMBIA BANK		3,323,782.04
POPULAR BANK CERTIFICATE OF DEPOSIT	5/5/26 - 11/5/26	5,046,444.88
NORTHFIELD BANK		4,747,242.79
		<u>68,252,723.15</u>
		10-111

BCB - SCHOLARSHIP x1861
BCB - MATTHEW JAGO x2968
BCB - DORIS KELLER x2976

6/5/26 - 9/5/26
5/20/26 - 8/20/26
5/20/26 - 8/20/26

SCHOLARSHIP CERTIFICATE OF DEPOSITS

981,042.43
150,590.40
101,587.75
<u>1,233,220.58</u>
20-111

August 27, 2026

The **Safety and Security Committee**, on recommendation of the Superintendent of Schools presents the following recommendations:

1. **WHEREAS**, in 2023, the Department of Law and Public Safety and the Department of Education issued the Revised "Uniform State Memorandum of Agreement between Education and Law Enforcement Official" ("MOA"); and

WHEREAS, all public school districts are required, in accordance with N.J.A.C. 6A:16-6.1, to adopt and implement policies and procedures, and under N.J.A.C. 6A:16-6.2(b)14, the Chief School Administrator and appropriate law enforcement officials shall discuss the implementation and need for revising the MOA to review the effectiveness of those policies and procedures; and

NOW THEREFORE BE IT RESOLVED, upon the recommendation of the Superintendent of Schools, that the Board of Education approves the MOA with no additional terms or provisions for the 2026-2027 school year.

I move for the adoption of the foregoing.

Motion by: _____

Seconded by: _____

August 27, 2026

The **Buildings and Grounds Committee**, on the recommendation of the Superintendent of Schools and the Business Administrator/Board Secretary, presents the following:

1. That the Board of Education approve the Anticipated Facilities Requests for the 2026-2027 school year for alternate method of toileting facilities for pre-k and kindergarten students at several locations in accordance with N.J.A.C. 6A:26-6.3(h)4ii pending Executive County Superintendent approval.

I move for the adoption of the foregoing.

Motion by _____

Seconded by _____

August 27, 2026

The **Dining and Transportation Committee**, on recommendation of the Superintendent of Schools and the Business Administrator/Board Secretary, presents the following:

1. That the Board of Education approve the following temporary route for the 2026-2027 school year to the vendor with the lowest quote, whose quote also met specifications, as follows:

Safeway Home Bus
267 Route 36
Hazlet, NJ 07730

Rt. FDOE School 24 \$24,075.00 From South Amboy
107 Days @ \$175.00
Aide:\$50.00
Effective 9/2/26-2/24/27

2. That the Board of Education approve the following temporary route for the 2026-2027 school year to the vendor with the lowest quote, whose quote also met specifications, as follows:

Safeway Home Bus Service
267 State Rt. 36
Hazlet, NJ 07730

Rt. FRRA School 4 & 5 \$24,080.00 From South Plainfield
112 Days @ \$215.00
Effective 9/2/26-3/3/27

Rt. FAGA AMS \$24,050.00 From Piscataway
130 Days @ \$185.00
Effective 9/2/26-4/6/27

Rt. FWLP WHS \$24,180.00 From East Brunswick
124 Days @ \$195.00
Effective 9/2/26-3/22/27

Rt. FNAN School 20 \$24,080.00 From South Plainfield
112 Days @ \$215.00
Effective 9/2/26-3/4/27

Rt. 18-5 School 18 \$24,024.00 From Keasbey
132 Days @ \$142.00
Aide \$40.00
Effective 9/2/26-4/8/27

August 27, 2026

3. That the Board of Education approve the following temporary route for the 2026-2027 school year to the vendor with the lowest quote, whose quote also met specifications, as follows:

Bright Start Transport
1616 Sunnyview Oval
Keasbey, NJ 08832

Rt. FWCS WHS \$20,880.00 From Perth Amboy
180 Days @ \$116.00
Effective 9/2/26-6/23/27

Rt. FAAG School 4 & 5 \$21,780.00 From Perth Amboy
180 Days @ \$121.00
Effective 9/2/26-6/23/27

4. That the Board of Education approve the following temporary route for the 2026-2027 school year to the vendor with the lowest quote, whose quote also met specifications, as follows:

Jeisa Transportation
116 Amboy Ave
Woodbridge, NJ 07095

Rt. FRGS School 4 & 5 \$24,108.00 From Carteret
164 Days @ \$147.00
Effective 9/2/26-5/24/27

I move for the adoption of the foregoing.

Motion by _____

Seconded by _____

WOODBIDGE TOWNSHIP BOARD OF EDUCATION

AGENDA

August 27, 2026

Personnel Committee Recommendations

The Personnel Committee, on recommendation of the Superintendent of Schools and the Assistant Superintendent for Human Resources, presents the following:

1. That the following resignation(s) be accepted:

<u>Name</u>	<u>Assignment</u>	<u>Years/Service</u>	<u>Effective</u>
Martin, Asia	Paraprofessional, #28	4 Years	6/30/26

2. That a note be made in the minutes correcting the rate of pay per hour for Home Instructors to \$53.00 for the 2026-2027 school year. (Personnel Agenda 8/13/26, item #24.)
3. That a note be made in the minutes correcting the salary for Kevin Jones to \$53,100. (Personnel Agenda 8/13/26, item #15.)
4. That a note be made in the minutes that the assigned location for Joanne Zuna will be Colonia High School. (Personnel Agenda 8/13/26, item #15.)
5. That the Board of Education has been informed of the passing of Joseph M. Gandarillas Sr., a former Assistant Superintendent of Curriculum, who served faithfully and rendered valuable service to the Board of Education and to the children of the community. The sympathy of the Board of Education and the Administration is extended to the family of Joseph M. Gandarillas Sr. and a note of passing be made in the minutes.
6. That the following be granted an unpaid personal leave of absence and/or maternity leave of absence pursuant to the conditions of the negotiated agreement and/or family leave of absence pursuant to New Jersey Family Leave Act No. N.J.S.A. 34:11B-1 et seq. or Federal Family Leave Act No. 29 U.S.C., Section 2601 et seq.:

<u>Name</u>	<u>Assignment</u>	<u>Effective</u>
&Braine, Victoria	Mathematics, WHS	9/18/26 – 12/18/26
^Braine, Victoria	Mathematics, WHS	12/21/26 – 1/26/27
^Ratel, Danielle	Special Education, JFKMHS	9/1/26 – 6/30/27
&Warwick, Michelle	Speech, Special Services	9/17/26 – 12/17/26

^Unpaid Personal

&NJFL/FMLA

*Intermittent

7. That the following personnel be appointed for the 2026-2027 school year at the salary rates:

APPOINTMENTS CERTIFIED-

<u>Name</u>	<u>Effective</u>	<u>Degree</u>	<u>Step</u>	<u>Subject Area</u>	<u>Loc.</u>	<u>Prog./ Budget</u>	<u>Salary</u>
*Frank, Erica	9/1/26	M	4	Special Ed./Autism	#22	Budget	74,380.00
*Hopke, James	9/1/26	M	1	Social Studies	JFK	Budget	71,031.00
*McCarthy, Kaitlynne	9/1/26	B	1	ASI	#18/#24	Budget	64,031.00

APPOINTMENTS NON-CERTIFIED-

<u>Name</u>	<u>Effective</u>	<u>Assignment/Bldg.</u>	<u>Hourly/Rate</u>	<u>Salary</u>
Colgan, Alicia	9/1/26	School Aide, #25	23.00	8,418.00
Cucco, Darlene	9/1/26	School Aide, #4/5	23.00	8,418.00
Ebarle, Lalaine	9/1/26	School Aide, #23	23.00	8,418.00
Perosi, Victor	11/1/26	Plumber Foreman	N/A	150,350.00
Valladares, Lizzette	9/1/26	School Aide, #21	23.00	8,418.00
Williams, Michele	9/1/26	School Aide, #25	23.00	8,418.00

*Subject to approval for employment from the New Jersey Department of Education. The employee shall be required to submit an authorization and certification form along with fingerprints for a criminal history background check as required by N.J.S.A. 18A:6-7.1 et seq.

8. That the Board of Education approve the following transfers for the 2026-2027 school year:

<u>Name</u>	<u>From</u>	<u>To</u>	<u>Effective</u>
Brown, Alan	Special Ed., IMS	Science, IMS	9/1/26
Degraw, David	Special Ed., IMS	Social Studies, IMS	9/1/26
McFarland, Nicholas	Special Ed., WHS	Adaptive Phys. Ed., WHS	10/13/26
Pietrangelo, Jayme	Kindergarten, #24	Kindergarten, #4/5	9/1/26
Pinto, Christine	Special Ed. / Autism, #22	Special Ed., #11	9/1/26

9. That a note be made in the minutes changing the Math Subject Area Leader at IMS from Vincent Romano to Karen Perla. (This supersedes Personnel Agenda 6.18.26, Item #22.)
10. That the Board approve the following staff members who were appointed to the Tutoring Liaison position for the 2026-2027 school year. (Payment will be upon timesheet submitted from account# 11-401-100-100-75-Z-AC-00 not to exceed \$4,770.00.)

<u>Staff</u>	<u>Rate</u>	<u>Hours</u>	<u>Salary</u>
Alvarez, Valeria	\$53.00	90	\$4,770.00
Campbell, Erica	\$53.00	90	\$4,770.00
Ferreira, Kaitlyn	\$53.00	90	\$4,770.00
Rathore, Arti	\$53.00	90	\$4,770.00
Wood, Amanda	\$53.00	90	\$4,770.00

11. That the Board of Education approve the adjustment to the following staff members who were approved to provide summer assistance to the G&T Department with scanning archived files and test result mailings. (Supersedes Personnel Agenda 6.18.26, Item #18.)

<u>Name</u>	<u>Hours</u>	<u>Rate</u>	<u>Adjustment</u>	<u>Salary</u>
Margiotto, Gina	0	\$23.00	Less 12	\$ 0
Williams, Bobbie Ann	72	\$23.00	Increase 12	\$1,656.00

12. That the Board of Education approve Jerry Charles as Assistant Coach of Girls' Volleyball at Colonia High School for the 2026-2027 school year, at a salary rate of \$5,750.
13. That the Board of Education approve Thomas McFadden as Assistant Coach of Boys' Soccer at John F. Kennedy Memorial High School for the 2026-2027 school year, at a salary rate of \$6,250.
14. That the Board of Education approve Lukasz Jarmolowski as Assistant Coach of Football at John F. Kennedy Memorial High School for the 2026-2027 school year, at a salary rate of \$8,750.
15. That a note be made in the minutes that Anthony Nyers resigned as Assistant coach of Boys' Basketball at Woodbridge High School for the 2026-2027 school year, and will not be paid for same. (Personnel Agenda 6/18/26, item #40.)
16. That a note be made in the minutes that the following hourly rates be established for the 2026-2027 school year:

<u>Category</u>	<u>Hourly Rate</u>	<u>Effective</u>
Admin. Bldg. Security – (Joseph Pucci, Glenn Senatore)	\$36.00	9/1/2026
Event Manager (Armed)	\$36.00	9/1/2026
Event Manager (Unarmed)	\$30.00	9/1/2026
Security Officers – (Overtime)	\$54.00	9/1/2026

17. That the following Substitutes be approved for the 2026-2027 school year:

Sub School Aide

Desai, Mrudula

Sub Paraprofessional

Hilliard, Danielle

Kossowsky, Karen

Sub Bus Aide

Balmes, Diana

Cucco, Darlene

Garcia, Jackeline

Rosario, Rosario

I move for the adoption of the foregoing.

Motion by_____

Seconded by_____