

DISTRICT OF ROXBURY TOWNSHIP
BOARD OF EDUCATION
April 29, 2024

REGULAR MEETING AGENDA
LINCOLN ROOSEVELT SCHOOL
34 North Hillside Avenue, Succasunna, NJ 07876

CALL TO ORDER: 6:30 P.M.

PUBLIC SESSION: 7:30 P.M.

SPEAKER REQUEST AT BOARD OF EDUCATION MEETINGS

*Anyone wishing to speak about agenda or non-agenda items at a meeting of the Roxbury Township Board of Education must follow these procedures. Located on the front table will be forms entitled, **Speaker Request Form**. Please fill one out indicating your name and address and the agenda item or topic you wish to discuss. After completing the form, return it to the Assistant Business Administrator. Thank you for your cooperation.*

ACCESS AGENDA & EXHIBITS
ONLINE:



I. MEETING CALLED TO ORDER

The Roxbury Township Board of Education is meeting in a Regular Session for discussion on business before the Board tonight.

The New Jersey Open Public Meetings Law was enacted to ensure the public's right to have advance notice of and to attend meetings of public bodies at which business affecting their interest is discussed or acted upon. In accordance with the provisions of the Act, the Board has caused written notice of this meeting and copies of its agenda to be transmitted to:

Roxbury Register - Newspaper
Daily Record - Newspaper
Star Ledger - Newspaper
Roxbury Website – <https://www.roxbury.org/domain/83>

Municipal Clerk
Roxbury Public Library

The notice of tonight's meeting has been posted in the Board's Business office.

II. ROLL CALL

III. RESOLUTION TO MEET IN EXECUTIVE SESSION

RESOLVED, that the Roxbury Township Board of Education hold an Executive Session on April 29, 2024, regarding personnel matters, student matters, negotiations and attorney client privilege.

IV. ROLL CALL

V. PUBLIC SESSION

VI. PLEDGE OF ALLEGIANCE

VII. PUBLIC HEARING ON THE 2024/2025 SCHOOL BUDGET

- Budget Presentation - Dr. Frank Santora and Mr. Joseph Mondanaro

VIII. PRESENTATIONS

IX. CORRESPONDENCE

X. STUDENT REPRESENTATIVE'S COMMENTS

XI. BOARD PRESIDENT'S COMMENTS

XII. SUPERINTENDENT'S REPORT

XIII. BUSINESS ADMINISTRATOR'S REPORT

XIV. MINUTES

1. Minutes of the Regular Meeting of April 15, 2024.
2. Minutes of the Executive Session of April 15, 2024.

XV. PUBLIC COMMENTS - Action Items - There is a three-minute time limit, per Board Policy

XVI. ACTION ITEMS

The following motions recommended by the Superintendent and School Business Administrator are non-controversial, a matter of routine business, and will be voted on by one motion.

A. Finances (Resolutions 1-12)

BILLS LIST

- *1. RESOLVED, that the Roxbury Township Board of Education approve the April 2024 bills list totaling \$3,319,856.03.

TRAVEL REQUESTS

- *2. RESOLVED, that the Roxbury Township Board of Education approve unavoidable travel costs as presented which are educationally necessary and fiscally prudent and are related to and within the scope of the employee's current responsibilities, and promotes the delivery of instruction or further the efficient operation of the school district. The reimbursements are in compliance with the state travel reimbursement guidelines as established by the Department of Treasury and Board of Education policy in accordance with N.J.A.C. 6A-23B-1.1 et seq.

	<i>Name</i>	<i>Workshop Title</i>		<i>Place*</i>	<i>Date of Workshop</i>	<i>Registration Fee</i>	<i>Total Estimated Expenses</i>

1.	Cordeiro, Marcia	Hands-On Cultural History	4 S-1	Montclair, NJ	5/3/24	\$60.00	\$90.22
2.	Dunn, Robin	NJMEA Teach at the Beach 2024	4 S-1	Galloway, NJ	5/10/24	\$75.00	\$166.93
3.	Caivano, Roxana	NJ Library Association Conference	4 S-1	Atlantic City, NJ	5/31/24	\$150.00	\$282.92
4.	Santora, Frank	NJASA/NJAPSA Spring Leadership Conference	4	Atlantic City, NJ	5/15/24-5/17/24	\$0	\$481.33
5.	Somers, Alexis	APS Renewal Blended Classroom Open-Crisis Prevention Intervention	4	Newark, NJ	6/6/24-6/7/24	\$2,249.00	\$2,310.10
6.	Purcell, Kathy	2024 NJSBA Workshop	4	Atlantic City, NJ	10/21/24-10/23/24	Group Registration*	\$647.04
7.	Scheneck, Carol	2024 NJSBA Workshop	4	Atlantic City, NJ	10/21/24-10/23/24	Group Registration*	\$648.92
8.	Staples, Brian	2024 NJSBA Workshop	4	Atlantic City, NJ	10/21/24-10/23/24	Group Registration*	\$648.92
1-State/Federal policy requirements, 2-State curricular requirements, 3-State Initiatives, 4-Individual job requirements, T2-paid for by Title II funding, T3 paid for by Title III funding. Substitute coverage is indicated by "S" followed by the number of days for which a substitute is needed. *Group Registration fee total amount of \$2100.00 which includes up to 25 members.							

ADOPTION OF THE FINAL BUDGET AS APPROVED BY THE EXECUTIVE COUNTY SUPERINTENDENT

*3. Roxbury Township Board of Education
Adoption of the Final Budget for School Year 2024-2025

RESOLVED, that the Roxbury Township Board of Education approve the 2024-2025 school district budget as follows:

	<i>General Fund</i>	<i>Special Revenues</i>	<i>Debt Service</i>	<i>Total</i>
2024-2025 Total Expenditures	\$82,165,323	\$1,261,059		\$83,426,382
Less: Anticipated Revenues	\$19,798,999	\$1,261,059		\$21,060,058
Taxes to be Raised	\$62,366,324			\$62,366,324

BE IT FURTHER RESOLVED that the Roxbury Township Board of Education authorizes as included in budget line 630, Budgeted Withdrawal from Maintenance Reserve, a withdrawal in the amount of \$600,000 for Maintenance projects throughout the district.

CONTRACTS

*4. RESOLVED, that the Roxbury Township Board of Education approve the 2024/2025 Joint Transportation Agreement with the Educational Services Commission of Morris County. The Commission agrees to transport public, nonpublic, and special education pupils on established routes as assigned in writing by the Board for each day that school is in session during the 2024/2025 school year.

- *5. WHEREAS, the Roxbury Township Board of Education (hereinafter the School Food Authority, SFA) and Maschio's Food Services, Inc. (hereinafter the Food Service Management Co., FSMC) entered into a Food Service Management Company Cost Reimbursable Contract commencing July 1, 2023 and ending June 30, 2024; the parties now desire to amend the aforesaid contract.

Now Therefore, the purpose of this addendum is to renew the existing Food Service Management Company Contract as previously amended and renewed (if applicable). The terms and conditions will remain the same except as set forth below.

A. Duration of Addendum

This addendum begins on July 1, 2024 and ends on June 30, 2025.

B. Management and/or Administrative Fee

The SFA shall pay the FSMC the following: Management/Administrative Total Flat Fee (all one fee) \$62,620.00 for SY 2024-2025.

C. Financial Guarantees

For SY 2024-2025, FSMC Guarantee to the SFA is Return in the amount of \$40,000.00. FSMC return to the SFA is unlimited.

Guarantee Reimbursement Conditions and Assumptions remain the same as previously agreed upon in the Base Year Contract.

Except as specifically set forth in this addendum, all other terms and conditions of the Contract shall remain the same and continue to be in full force and effect. In the event of a conflict between the provisions of the Contract and this Addendum, the provisions of this Addendum shall be controlling as to the matters set forth herein. The Parties agree that upon the effective date of this Addendum, it shall become a binding and integral part of the Contract. Total amount of contract not to exceed \$1,553,495.34.

NOW THEREFORE BE IT RESOLVED, that the Roxbury Township Board of Education approve the Addendum to the Contract as stated above.

AND BE IT FURTHER RESOLVED, that this resolution amends Resolution XVII.B.8 approved on April 15, 2024.

APPROVAL OF PURCHASES

- *6. RESOLVED, that the Roxbury Township Board of Education approve the purchase of flooring for the Foods Room at Roxbury High School from Hannon Floor Covering Corp., 1119 Springfield Road, Union, NJ in the amount of \$27,497.68 as quoted through Coop #65MCECCPS ESCNJ #23 24-14.
- *7. RESOLVED, that the Roxbury Township Board of Education approve the purchase of hallway flooring at Eisenhower Middle School from Hannon Floor Covering Corp., 1119 Springfield Road, Union, NJ in the amount of \$22,347.36 as quoted through Coop #65MCECCPS ESCNJ #23 24-14.

- *8. RESOLVED, that the Roxbury Township Board of Education approve the purchase of classroom and hallway flooring at Lincoln Roosevelt School from Hannon Floor Covering Corp., 1119 Springfield Road, Union, NJ in the amount of \$24,241.50 as quoted through Coop #65MCECCPS ESCNJ #23 24-14.
- *9. RESOLVED, that the Roxbury Township Board of Education approve a contract with the Cintas Corporation, 1705 US Highway 46, Ledgewood, NJ to perform kitchen suppression system maintenance services at Lincoln Roosevelt School, Jefferson Elementary School, Kennedy Elementary School, and Roxbury High School in the amount of \$38,406.73 and funded through Maintenance Reserve Account.

AUTHORIZATION OF REQUEST FOR PROPOSALS

- *10. RESOLVED, that the Roxbury Township Board of Education authorizes the Business Administrator/Board Secretary to conduct a Request for Proposals for the Financing of Technology equipment utilizing Hunterdon Educational Service Commission.

ACES COOPERATIVE PRICING AND ACESplus PROGRAM

- *11. WHEREAS, "The Electric Discount and Energy Competition Act", P.L. 1999, c.23 ("EDECA") authorizes the New Jersey School Boards' Association ("NJSBA") to obtain electricity and other energy-related services for individual local boards of education on an aggregated basis; and

WHEREAS, NJSBA has formed the Alliance for a Competitive Energy Services, hereinafter referred to as "ACES", a Cooperative Pricing System (E88-01-ACESCPS) to effectively obtain electricity and other energy-related services for its members; and

WHEREAS, N.J.S.A. 18A:18A-11 authorizes local district boards of education to enter into cooperative pricing agreements; and

WHEREAS, ACES has offered voluntary participation in a cooperative pricing system for the group purchase of electricity; and

WHEREAS, the Roxbury Township School District Board of Education in the County of Morris, State of New Jersey ("District"), desires to participate in the ACES Cooperative Pricing System; and

WHEREAS, under EDECA, NJSBA is authorized to provide other energy-related services to its members; and

WHEREAS, NJSBA and the New Jersey Association of School Administrators ("NJASA") has created, and is offering to schools districts and others, the ACESplus Program, which is designed to assist participating members with the evaluation and implementation of certain energy related programs, including renewable energy and energy efficiency programs; and

WHEREAS, District desires to participate in the ACESplus Program; and

April 29, 2024

WHEREAS, the NJSBA, as the Lead Agency, via its professional energy consultant Gabel Associates, Inc., will work with the District to evaluate, develop and administer an RFP process to select a solar power purchase agreement provider and provide related construction administration services and/or administer an energy efficiency program and provide related construction administration services all in accordance with the requirements of the Public School Contracts Law (N.J.S.A. 18A:18A 4.6 & 4.1), EDECA and the Proposal attached hereto as Exhibit A (the "Proposal"); and

NOW, THEREFORE, BE IT RESOLVED on the April 29, 2024, by the Roxbury Township School District Board of Education, county of Morris, State of New Jersey, as follows:

TITLE

This RESOLUTION shall be known and may be cited as the "ACES Cooperative Pricing and ACESplus Program Resolution of the Roxbury Township School District Board of Education".

AUTHORITY

Pursuant to the provisions of N.J.S.A. 18A:18A-11, the Joseph Mondanaro, Business Administrator/Board Secretary is hereby authorized and directed to enter into the ACES Cooperative Pricing System Agreement and accept the execute the Proposal from Gabel Associates attached hereto and made a part hereof as Exhibit A.

Joseph Mondanaro, Business Administrator/Board Secretary is hereby authorized and directed to work with the Lead Agency, via its professional energy consultant Gabel Associates Inc., to evaluate, develop and administer one or more RFP processes for the District under the ACESplus Program, as authorized by, and in accordance with the requirements of, the Public School Contracts Law (N.J.S.A 18A; 18A 4.6 & 4.1), EDECA and the Proposal.

CONTRACTING UNIT

The New Jersey School Boards Association, through ACES and its professional energy consultant, shall be responsible for complying with the "Public School Contracts Law". N.J.S.A 18A:18A-1 *et seq.* and all other applicable laws in connection with the preparation, bidding, negotiation and execution of contracts in connection with the ACES Cooperative Pricing System and the ACESplus Program.

EFFECTIVE DATE

This resolution shall take effect immediately upon passage.

CERTIFICATION

BY _____
Name and Title

ATTEST
BY _____
Name and Title

SCHOOL BUS EMERGENCY EVACUATION DRILL

*12. RESOLVED, that the Roxbury Township Board of Education approve the School Bus Emergency Evacuation Drill Reports listed below. All Emergency Evacuation Drill Reports are available at the Administration Building during normal working hours.

Evacuation Drill # 2				
<i>Date of Drill</i>	<i>Time of Day</i>	<i>School Name Supervisor of Drill</i>	<i>Location of Drill</i>	<i>Route Number</i>
4/15/2024	7:00 AM	Roxbury High School Mr. D. Miller, Principal	1 Bryant Drive, Succasunna	RHS01-RHS27 MTH12-MTH15, MHC15
4/9/2024	7:45 AM	Eisenhower Middle School Mr. P. Gallagher, Principal	47 Eyland Ave, Succasunna	EMS01-EMS13, MHC20
4/10/2024	8:20 AM	Lincoln Roosevelt School Mr. C. Argenziano, Principal	34 N Hillside Ave, Succasunna	LR01-LR19
4/10/2024	8:50 AM	Franklin School Mr.B. Hamer, Principal	8 Meeker St, Succasunna	FES01-FES12
4/11/2024	8:50 AM	Jefferson School Mrs. M. Cosgrove, Principal	35 Cornhollow Rd, Succasunna	JES01-JES12, JES13 Pre-K and JES14 Pre-K
4/9/2024	8:50 AM	Kennedy School Mrs. N. Acevedo, Principal	20 Pleasant Hill Rd, Succasunna	KES01- KES10
4/8/2024	8:50 AM	Nixon School Mrs. D. Lynch, Principal	275 Mt. Arlington Blvd, Landing	NES02-NES10 and NES11 Pre-K
4/8/2024	8:20 AM	Mt. Arlington Public School Mr. J. Grillo, Principal	235 Howard Blvd, Mt. Arlington	MTM1-MTM5 MPK01
4/15/2024	8:20 AM	Edith Decker School Mr. J. Grillo, Principal	446 Howard Blvd, Mt. Arlington	MTD7-MTD9, MTDPK
4/11/2024	8:20 AM	St. Therese School Mr. T. Dunnigan, Principal	135 Main Street, Succasunna	STS01-STS04

B. Education (Resolutions 1-9)

The following motions recommended by the Superintendent and School Business Administrator are non-controversial, a matter of routine business and will be voted on by one motion.

SAFE RETURN PLAN

*1. RESOLVED, that the Roxbury Township Board of Education approve its Safe Return Plan pursuant to the Federal American Rescue Plan Act, as available on the district's website.

HIB REPORT

*2. RESOLVED, that the Roxbury Township Board of Education affirms the Superintendent's decisions provided in the Harassment, Intimidation, and Bullying Report for the 2023/2024 school year for Incident Nos. 71 through 75.

- *3. RESOLVED, that the Roxbury Township Board of Education acknowledges receipt of the Harassment, Intimidation, and Bullying Report for the 2023/2024 school year for Incident Nos. 76 through 80.

FIELD TRIPS / COMPETITIONS

- 4. RESOLVED, that the Roxbury Township Board of Education approve staff and students for participation in **community-based instructional trip requests** as listed, with the understanding that dates are subject to change due to inclement weather, scheduling conflicts, etc.

	School	Group	Estimated # of Students	Trip Destination	Location	Faculty Sponsor
* 1	RHS	VISTA	7	Cliff's Homemade Ice Cream	Ledgewood, NJ	K.Gangemi
* 2	RHS	VISTA	8	Rockaway Lanes Inc.	Rockaway, NJ	K.Gangemi

- 5. RESOLVED, that the Roxbury Township Board of Education approve staff and students for participation in **same-day field trip requests** as listed, with the understanding that dates are subject to change due to inclement weather, scheduling conflicts, etc.

Organized by "School":

	School	Group	Estimated # of Students	Trip Destination	Location	Faculty Sponsor
1	EMS	Gr. 7 & 8 Choir - Music	47	CCM	Randolph, NJ	R.Salyerds
2	FES	Gr. 4	62	Roxbury HS	Succasunna, NJ	B.Hamer
* 3	RHS	Unified Flag Football	21	West Orange HS	West Orange, NJ	K.Cantwell; B.McGinley
* 4	RHS	Unified Flag Football	21	Morris Knolls HS	Rockaway, NJ	K.Cantwell; B.McGinley
* 5	RHS	Peer Leadership	32	Eisenhower MS	Succasunna, NJ	J.McCracken
* 6	RHS	Unified Flag Football	21	Morristown HS	Morristown, NJ	K.Cantwell; B.McGinley
* 7	RHS	Engineering	26	Horseshoe Lake	Succasunna, NJ	J.Tom
* 8	RHS	Unified Flag Football	21	New York Jets Practice Facility	Florham Park, NJ	K.Cantwell; B.McGinley

OUT-OF-DISTRICT PLACEMENT/SERVICES - 2023/2024

- *6. RESOLVED, that the Roxbury Township Board of Education approve the 2023/2024 School Year Out-Of-District Placements/Services listed below:

File Number	School or Provider	Total Cost	Dates
9224109968	Allegro School	\$35,570.88	4/15/24-6/30/24
3173219009	Cornerstone Day Schools, LLC	\$22,031.04	4/22/24-6/30/24

OUT-OF-DISTRICT PLACEMENT/SERVICES - 2024/2025

- *7. RESOLVED, that the Roxbury Township Board of Education approve the 2024/2025 School Year Out-Of-District Placements/Services listed below:

<i>File Number</i>	<i>School or Provider</i>	<i>Total Cost</i>	<i>Dates</i>
8015310808	Celebrate the Children	\$136,822.00	7/1/24-6/30/25
1394669098	Celebrate the Children	\$136,822.00	7/1/24-6/30/25
3669599438	Celebrate the Children	\$136,822.00	7/1/24-6/30/25
1739725771	The Craig School	\$71,240.00	7/1/24-6/30/25
3173219009	Cornerstone Day Schools, LLC	\$104,005.00	7/8/24-6/30/25
6015362308	New Beginnings	\$101,535.28	7/8/24-6/30/25
1953073483	New Beginnings	\$166,195.28	7/8/24-6/30/25

TUITION STUDENTS - 2023/2024

- *8. RESOLVED, that the Roxbury Township Board of Education approve the following tuition contract agreements for the 2023/2024 school year and/or extended school year.

<i>State ID</i>	<i>Sending District</i>	<i>Program</i>	<i>Total</i>	<i>Dates</i>
6656550135	Emerson Public Schools	Grade 1	\$7,741.20	3/11/24-6/30/24
5712426061	Emerson Public Schools	Pre-K	\$26,137.80	3/11/24-6/30/24

BILINGUAL PROGRAM WAIVER REQUEST

- *9. RESOLVED, that the Roxbury Township Board of Education approves the submission of the waiver from a full-time bilingual education program for the 2024-2025 School Year to the New Jersey Department of Education for approval.

C. Policies (Resolution 1)

The following motion recommended by the Superintendent and School Business Administrator is non-controversial, a matter of routine business and will be voted on by one motion.

- *1. RESOLVED, that the Roxbury Township Board of Education approve the following for first reading:

	<i>Policy/Regulation Number</i>	<i>Policy/Regulation Title</i>	<i>Exhibit Number</i>
a	Policy 1140 Revised	Educational Equity Policies/Affirmative Action (M)	P1
b	Policy 1523 Revised	Comprehensive Equity Plan (M)	P2
c	Policy 1530 Revised	Equal Employment Opportunities (M)	P3
d	Regulation 1530 Revised	Equal Employment Opportunity Complaint Procedure (M)	P4
e	Policy 1550 Revised	Equal Employment/Anti-Discrimination Practices (M)	P5
f	Regulation 2200 Revised	Curriculum Content (M)	P6
g	Policy 2260 Revised	Equity in School and Classroom Practices (M)	P7
h	Regulation 2260 Revised	Equity in School and Classroom Practices Complaint Procedure (M)	P8
i	Regulation 2330 Revised	Homework	P9

j	Policy 2411 Revised	Guidance Counseling (M)	P10
k	Policy & Regulation 2423 Revised	Bilingual Education (M)	P11 & P12
l	Policy & Regulation 2431.4 Revised	Prevention and Treatment of Sports-Related Concussions and Head Injuries (M)	P13 & P14
m	Regulation 2624 Revised	Grading System	P15
n	Policy 3211 Revised	Code of Ethics	P16
o	Regulation 5420 Revised	Reporting Student Progress (M)	P17
p	Regulation 5440 Revised	Honoring Student Achievement	P18
q	Policy 5570 Revised	Sportsmanship	P19
r	Policy 5750 Revised	Equitable Educational Opportunity (M)	P20
s	Policy 5755 Abolished	Equity in Educational Programs and Services (M)	P21
t	Policy 5841 Revised	Secret Societies	P22
u	Policy 5842 Revised	Equal Access of Student Organizations	P23
v	Policy & Regulation 7610 Revised	Vandalism	P24 & P25
w	Policy 8500.1 Revised	Senior Privilege	P26
x	Policy 9323 Revised	Notification of Juvenile Offender Case Disposition	P27
(M) = Mandated by law or monitoring standards			

D. Personnel (Resolutions 1-8)

The following motions recommended by the Superintendent and School Business Administrator are non-controversial, a matter of routine business and will be voted on by one motion.

(NOTE: Approval of these resolutions authorizes the Superintendent to submit to the County Superintendent applications for emergent hiring and the candidate’s attestation that he/she has not been convicted of any disqualifying crime pursuant to the provisions of N.J.S.A. 18A:6-7.1 et. seq., N.J.S.A. 18A:39-17 et. seq., or N.J.S.A. 18A:6-4.13 et. seq. for those candidates listed below. All appointments are pending verification of employment history pursuant to New Jersey P.L. 2018, c. 5 (N.J.S.A. 18A:6-7.6, et. seq.); contingent upon receipt of proper certification; and all salary placements are pending receipt of college transcripts verifying degree status.)

RESIGNATIONS, RETIREMENTS, TERMINATIONS

1. RESOLVED, that the Roxbury Township Board of Education approve the following:

	Name	Loc	Position	Action	Final day of employment	Discussion
1	Wilson, Brenda	JES, KES	Reading Specialist	Resignation for retirement purposes	6/30/24	

LEAVES OF ABSENCE

2. RESOLVED, that the Roxbury Township Board of Education approve the following:

	Employee	Leave Start Date	Paid Leave	Unpaid FMLA/ NJFLA ^	Return Date	Discussion

* 1	20484	4/19/24	Using available days	FMLA, if needed	Upon release by physician	
2	21858	8/26/24 or sooner if nec	n/a	FMLA/NJFLA	12/2/24	
* 3	21918	5/28/24	n/a	FMLA	Upon release by physician	
4	21966	8/26/24 or sooner if nec	Using available sick days	FMLA/NJFLA	1/2/25	
^ Leave becomes unpaid when sick/personal days are depleted or released by physician, whichever occurs first.						

REASSIGNMENTS / TRANSFERS

3. RESOLVED, that the staff listed below be transferred to a new location and/or assignment for the 2023/2024 school year as indicated:

	Name	Former Assignment & Loc.	New Assignment & Loc.	Effective Date	Discussion
1	Kelley, Ryan	Special Education Paraprofessional KES LRS	Special Education Paraprofessional LRS	4/18/24	Student needs

APPOINTMENTS

4. RESOLVED, that the Roxbury Township Board of Education approve the following:

	Name	Loc	Position	Salary Guide / Step	Salary	Start Date	End Date	Discussion
* 1	Posbergh, Erin	RHS	Assistant Principal	n/a	\$114,000	7/1/24 ^	6/30/25	Replacement in position ADM.RHS.APR.NA.03.
* 2	Dr. Seminerio, Christine	DIST	Director of Special Services	n/a	\$159,789	7/1/24 ^	6/30/25	Replacement in position SPS.DS.DIR.NA.01.
^ Start date is pending completion of documentation in accordance with the law or district policy.								

APPOINTMENTS - LEAVE REPLACEMENTS

5. RESOLVED, that the Roxbury Township Board of Education approve the following non-tenure track positions:

	Name	Loc	Position	Salary	Start Date	End Date	Discussion
1	Simmerano, Susanne	JES	Leave-repl Gr. 3 Teacher	\$300.00 per diem	4/16/24	Pending return #	# Amendments to XVII.E.5.3 aprvd 4/15/24. Replacement in position TCH.JEF.GR3.NA.01.

APPOINTMENTS - EXTRACURRICULAR

6. RESOLVED, that the Roxbury Township Board of Education approve the following for the 2023/2024 school year.

23/24 Club Appts							
	POS LOC	POS TYPE	POSITION	ASSIGNMENT	NAME	23/24 TOTAL Stipend	Discussion
1	LRS	CLUB	K-Kids	Co-Advisor (FTE 0.75)	Gauthier, Nicole	\$1,313	Amends & supersedes appt aprvd 6/26/23, XV.D.8.3, Exhibit HR 1.3, Row No. 14 & 9/5/23, VI.B.2.2, Exhibit HR 2.2, Row No. 14.
2	LRS	CLUB	K-Kids	Co-Advisor (FTE 0.25)	Sellari, Kayla	\$438	Amends & supersedes appt aprvd 6/26/23, XV.D.8.3, Exhibit HR 1.3, Row No. 15 & 9/5/23, VI.B.2.2, Exhibit HR 2.2, Row No. 15.

APPOINTMENTS - TITLE I SUMMER SCHOOL PROGRAM

7. RESOLVED, that the Roxbury Township Board of Education approve the appointment of the staff listed below for the 2024 Title I Summer School Program. This program will run according to Resolution XVIII.D.10 approved March 4, 2024. At this time, employment and payment are contingent upon enrollment numbers.

	Name	Position	Hourly Rate #	Not to exceed:	Start	End
1	Batsch, Jennifer	Substitute Paraprofessional	\$17	20 hrs/wk	7/1/24	7/30/24
2	Colucci, Patricia	Substitute Paraprofessional	\$17	20 hrs/wk	7/1/24	7/30/24
3	Colucci, Patricia	Substitute Teacher	\$40	20 hrs/wk	7/1/24	7/30/24
4	Cumming, Kristen	Substitute Paraprofessional	\$17	20 hrs/wk	7/1/24	7/30/24
5	DeAngelis, Juliana	Substitute Paraprofessional	\$20 (NJ certification held)	20 hrs/wk	7/1/24	7/30/24
6	DeAngelis, Juliana	Substitute Teacher	\$40	20 hrs/wk	7/1/24	7/30/24
7	Derendal, Lyndsay	Substitute Paraprofessional	\$20 (NJ certification held)	20 hrs/wk	7/1/24	7/30/24
8	Derendal, Lyndsay	Substitute Teacher	\$40	20 hrs/wk	7/1/24	7/30/24
9	Dexter, Carla	Substitute Paraprofessional	\$17	20 hrs/wk	7/1/24	7/30/24
10	Dexter, Carla	Substitute Teacher	\$40	20 hrs/wk	7/1/24	7/30/24
11	Flammer, Suzanne	Substitute Teacher	\$40	20 hrs/wk	7/1/24	7/30/24
12	Forlenza, Corey	Substitute Teacher	\$40	20 hrs/wk	7/1/24	7/30/24
13	Green, Christina	Substitute Paraprofessional	\$20 (NJ certification held)	20 hrs/wk	7/1/24	7/30/24
14	Green, Christina	Substitute Teacher	\$40	20 hrs/wk	7/1/24	7/30/24
15	Kaufman, Pamela	Substitute for Summer School Coordinator	\$45	20 hrs/wk	7/1/24	7/30/24
16	Kaufman, Pamela	Substitute Teacher	\$40	20 hrs/wk	7/1/24	7/30/24

17	Krog , Deborah	Substitute Teacher	\$40	20 hrs/wk	7/1/24	7/30/24
18	Midili, Tara	Substitute Teacher	\$40	20 hrs/wk	7/1/24	7/30/24
19	Nelson, Susan	Substitute Nurse	\$45	20 hrs/wk	7/1/24	7/30/24
20	Olcott, Nicole	Substitute Teacher	\$40	20 hrs/wk	7/1/24	7/30/24
21	Saul, Joanne	Substitute Paraprofessional	\$20 (NJ certification held)	20 hrs/wk	7/1/24	7/30/24
22	Saul, Joanne	Substitute Teacher	\$40	20 hrs/wk	7/1/24	7/30/24
23	Terracciano, Anthony	Substitute Teacher	\$40	20 hrs/wk	7/1/24	7/30/24
# To be paid from Title I funds.						

SALARY ADJUSTMENT - EXTRA PAY

- 8. RESOLVED, that the Roxbury Township Board of Education approve Ms. Kristen Dunne to offer support group sessions for parents during after-school hours for up to two hours in April 2024 and up to two hours in May 2024. Aforementioned hours are to be compensated at \$49.89 per hour based on Ms. Dunne’s 2023/2024 base salary.

E. Executive Session Regular Meeting

- *1. WHEREAS, Chapter 231, P.L. 1975, also known as the Sunshine Law, authorizes a public body to meet in Executive Session under certain limited circumstances; and

WHEREAS, said law requires the Board of Education to adopt a resolution at a public meeting before it can meet in such an Executive Session; and

WHEREAS, the Board of Education is anticipating to hold a Regular Meeting on May 13, 2024 at 6:30 p.m. and;

WHEREAS, the Board of Education intends to discuss matters in Executive Session at this meeting;

NOW THEREFORE, BE IT RESOLVED, that the Roxbury Township Board of Education expects to discuss personnel, student matters, negotiations and matters covered by attorney client privilege during the aforementioned Executive Session; and

BE IT FURTHER RESOLVED, that the public portion of the aforementioned Roxbury Township Board of Education Regular Meeting will commence at 7:30 p.m.

XVII. PUBLIC COMMENTS – There is a three-minute time limit, per Board Policy.

XVIII. BOARD MEMBER COMMENTS

XIX. EXECUTIVE SESSION - (IF NECESSARY)

XX. PUBLIC SESSION – (IF NECESSARY)

XXI. ADJOURNMENT

POLICY

ROXBURY TOWNSHIP BOARD OF EDUCATION

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EDUCATIONAL EQUITY POLICIES/AFFIRMATIVE ACTION PROGRAM (M)

1140 EDUCATIONAL EQUITY POLICIES/AFFIRMATIVE ACTION PROGRAM (M)

M

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

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

The Board shall inform the school community ~~it serves~~ of these policies in a manner including, but not limited to, the district's customary methods of information dissemination pursuant to N.J.A.C. 6A:7-1.4(b). ~~The Board shall develop a Comprehensive Equity Plan once every three years, which shall identify and correct all discriminatory and inequitable educational and hiring policies, patterns, programs, and practices affecting its facilities, programs, students, and staff.~~

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



POLICY

ROXBURY TOWNSHIP BOARD OF EDUCATION

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EDUCATIONAL EQUITY POLICIES/AFFIRMATIVE ACTION PROGRAM (M)

~~purpose of the needs assessment is to identify and eliminate discriminatory practices and other barriers in achieving equality and equity in educational programs.~~

Pursuant to N.J.A.C. 6A:7-1.5, ~~t~~The Board annually shall annually designate a member of its staff as the Affirmative Action Officer and form an Affirmative Action Team, ~~of whom the Affirmative Action Officer is a member,~~ to coordinate and implement the requirements of N.J.A.C. 6A:7 – Managing ~~f~~For Equality And Equity in Education. The Board shall ensure assure that all stakeholders know who the Affirmative Action Officer is and how to contact the Affirmative Action Officer access him or her.

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

In accordance with N.J.A.C. 6A:7-1.5(a)4., ~~t~~The Affirmative Action Team shall: include, to the extent possible, members who represent the diversity of the school district's student population; develop the Comprehensive Equity Plan (CEP) pursuant to N.J.A.C. 6A:7-1.4(c); oversee the implementation of the school district's CEP Comprehensive Equity Plan pursuant to N.J.A.C. 6A:7-1.4(c); collaborate with the Affirmative Action Officer on coordination of the required professional development training for all personnel certificated and non-certificated staff pursuant to N.J.A.C. 6A:7-1.6; monitor the implementation of the CEP Comprehensive Equity Plan; and conduct the annual district internal monitoring to ensure continuing compliance with State and Federal statutes governing educational equality and equity, pursuant to N.J.A.C. 6A:7-1.4(d).

In accordance with N.J.A.C. 6A:7-1.6, ~~t~~The Board shall provide, on a continuing basis, professional development training for ~~t~~o all school personnel certificated and non-certificated school staff members on a continuing basis to identify and resolve problems associated with the student achievement and opportunity gaps and other inequities arising from prejudice on the basis of the protected categories



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ROXBURY TOWNSHIP BOARD OF EDUCATION

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EDUCATIONAL EQUITY POLICIES/AFFIRMATIVE ACTION PROGRAM (M)

listed at N.J.A.C. 6A:7-1.1(a) ~~race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status.~~ The professional development training shall be differentiated based on staff position type and shall be based on the analysis of data conducted pursuant to N.J.A.C. 6A:7-1.4(c)1. All new certificated and non-certificated staff members shall be provided with professional development training on educational equality and equity issues within the first year of employment. The district shall ensure that the pParents and other community members are aware of shall be invited to participate in the professional development training provided to school district personnel regarding topics around equity. The district shall ensure all new personnel are provided within the first ninety days of employment with professional development training on education equity issues.

The Commissioner or his/her designee shall provide technical assistance to local school districts for the development of policy guidelines, procedures, and in-service training for Affirmative Action Officers so as to aid in the elimination of prejudice on the basis of the protected categories listed at N.J.A.C. 6A:7-1.1(a) ~~race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status.~~

N.J.A.C. 6A:7-1.1; 6A:7-1.3; 6A:7-1.4; 6A:7-1.5; 6A:7-1.6

Adopted: 14 October 2013

Revised: 15 August 2016

Revised: TBD



POLICY

ROXBURY TOWNSHIP BOARD OF EDUCATION

Administration
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COMPREHENSIVE EQUITY PLAN (M)

1523 COMPREHENSIVE EQUITY PLAN (M)

M

The Board of Education shall **complete** ~~submit~~ a Comprehensive Equity Plan **(CEP)** ~~based on an assessment of the district's needs for achieving equity in educational programs~~ that includes a cohesive set of policies, programs, and practices that ensure high expectations and positive achievement patterns and **equitable** ~~equal~~ access to educational **opportunities** ~~opportunity~~ for all learners, including students and teachers, **in accordance with the provisions of N.J.A.C. 6A:7-1.8.**

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

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

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



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ROXBURY TOWNSHIP BOARD OF EDUCATION

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COMPREHENSIVE EQUITY PLAN (M)

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

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

1. An assessment of the school district's needs for achieving equity in educational activities and programs. The assessment shall include staffing practices; quality-of-program data; stakeholder-satisfaction data; and student assessment and behavioral data disaggregated by gender; race; ethnicity; multilingual learner status; homeless status; limited English proficiency; special education; migrant; date of enrollment; student suspension; expulsion; Child Study Team referrals; preschool through grade twelve promotion/retention data; preschool through grade twelve completion rates; attendance data; and re-examination and re-evaluation of classification and placement process of students in special education programs if there is disproportionality overrepresentation within a certain group;
2. A description of how other Federal, State, and district policies, programs, and practices are aligned to the CEP Comprehensive Equity Plan;
3. Progress targets for closing the achievement and opportunity gaps;
4. Professional development targets regarding the knowledge and skills needed to provide a thorough and efficient education as defined by the New Jersey Student Learning Standards (NJSLS); differentiated instruction and formative assessments aligned to the NJSLS, New Jersey Student Learning Standards; and professional standards for teachers and school leaders high expectations for teaching and learning; and
5. Annual targets that address addressing district needs in equity in school and classroom practices and that are aligned to professional development targets.



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ROXBURY TOWNSHIP BOARD OF EDUCATION

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COMPREHENSIVE EQUITY PLAN (M)

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

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

N.J.A.C. ~~6A:7-1.1; 6A:7-1.3; 6A:7-1.4; 6A:7-1.9; 6A:7-1.8~~

Adopted: 14 October 2013

Revised: 15 August 2016

Revised: 22 May 2017

Revised: TBD



POLICY

ROXBURY TOWNSHIP BOARD OF EDUCATION

Administration
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EQUAL EMPLOYMENT OPPORTUNITIES (M)

1530 EQUAL EMPLOYMENT OPPORTUNITIES (M)

M

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

The Board shall ensure all persons shall have equal and bias free access to all categories of employment and equal pay for equal work in this district without discriminating on the basis of any of regard to the protected categories listed at N.J.A.C. 6A:7-1.1(a) candidate's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability, pursuant to N.J.A.C. 6A:7-1.1.

The school district's employment applications and pre-employment inquiries will conform to the guidelines of the New Jersey Division of Civil Rights.

The Board will use equitable hiring practices that correct prevent imbalance and isolation based on any of the protected categories listed at N.J.A.C. 6A:7-1.1(a) race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability among the district's certificated and non-certificated staff and within every category of employment, including administration. Promotions and transfers will be monitored to ensure non-discrimination.

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

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

The Board shall not enter into or maintain a contracts with a person, agencies agency, or organization that discriminates in employment practices or in the provision of benefits or services, on the basis of any of the protected categories listed at N.J.A.C. 6A:7-1.1(a) race, color, creed, religion, national origin,



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ROXBURY TOWNSHIP
BOARD OF EDUCATION

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EQUAL EMPLOYMENT OPPORTUNITIES (M)

~~ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability, either in employment practices or in the provision of benefits or services to students or employees, pursuant to N.J.A.C. 6A:7-1.1.~~

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

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

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

N.J.S.A. 18A:6-5; 18A:6-6; 18A:28-10; 18A:29-2

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

Adopted: 14 October 2013

Revised: 15 August 2016

Revised: TBD



REGULATION

ROXBURY TOWNSHIP
BOARD OF EDUCATION

ADMINISTRATION

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EQUAL EMPLOYMENT OPPORTUNITY COMPLAINT PROCEDURE (M)

R 1530 EQUAL EMPLOYMENT OPPORTUNITY COMPLAINT PROCEDURE (M)

M

A. Purpose and Application

1. The purpose of this procedure is to give any district employee or candidate for employment the opportunity to appeal an alleged denial of equal employment opportunity in violation of State statutes and administrative codes, and Federal laws and Policy 1530, guaranteeing “equal access to all categories of employment without discriminating on the basis of regard to any of the protected categories listed at N.J.A.C. 6A:7-1.1(a) ~~candidate’s race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability.~~”
2. This procedure is intended to facilitate an equitable and just resolution of a dispute at the most immediate level and should be implemented in an informal manner.
3. Every reasonable effort will be made to expedite the process in the interest of a prompt resolution. Time limits may, however, be extended with the consent of all parties.
4. All participants in the procedure will respect the confidentiality that this district accords to information about individual employees.

B. Definitions

1. “Board of Education” means the Board of Education of ~~this the Roxbury School District.~~ **this** the **School District.**
2. “Complaint” means an alleged discriminatory act or practice.
3. “Complainant” means a staff member who alleges a discriminatory act or practice.
4. “Day” means a working or calendar day as identified.



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ROXBURY TOWNSHIP
BOARD OF EDUCATION

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EQUAL EMPLOYMENT OPPORTUNITY COMPLAINT PROCEDURE (M)

5. “Discriminatory act or practice” means denial of equal employment opportunity in violation of State statutes and administrative codes and Federal laws and Policy 1530.
6. “School district” means ~~this the Roxbury School District~~.

C. Procedure

1. A complainant who believes that ~~he/she~~ **they have** been harmed or adversely affected by a discriminatory practice or act prohibited by law and/or policy shall discuss the matter with ~~his/her~~ **their** immediate supervisor in an attempt to resolve the matter informally.
2. If the matter is not resolved to the satisfaction of the complainant within thirty working days **of the discussion with their supervisor**, the complainant may submit a ~~written~~ complaint to the Affirmative Action Officer. **The complaint may be reported: in person; in writing; verbally by telephone; by mail to the office address; or by electronic mail. The complaint may be reported during business or non-business hours.**
3. The complaint ~~will~~ **shall** include:
 - a. The complainant’s name and address;
 - b. The specific act or practice **of which** ~~that~~ the complainant complains ~~of~~;
 - c. The school employee, if any, responsible for the allegedly discriminatory act;
 - d. The results of discussions conducted in accordance with ~~paragraph C.1.~~ **above**; and
 - e. The reasons why ~~the these~~ **the** results **of the discussions were** ~~are~~ not satisfactory **to the complainant**.
43. The Affirmative Action Officer will investigate the matter informally and will respond to the complaint in writing no later than seven working days after receipt of the ~~written~~ complaint **filed**



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ROXBURY TOWNSHIP BOARD OF EDUCATION

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EQUAL EMPLOYMENT OPPORTUNITY COMPLAINT PROCEDURE (M)

in accordance with C.2. above. A copy of the complaint and the response will be forwarded to the Superintendent.

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



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ROXBURY TOWNSHIP
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EQUAL EMPLOYMENT OPPORTUNITY COMPLAINT PROCEDURE (M)

e. The complainant's reason for believing the Superintendent's decision should be changed.

98. A copy of the appeal to the Board must be given to the staff member, if any, charged with a discriminatory act.

109. The Board will review all papers submitted and may render a decision on the basis of the proceedings below. If the complainant so requests, the Board may convene a hearing, at which all parties may be represented by counsel and may present and examine witnesses, who will testify under oath.

1140. The Board will render a written decision no later than forty-five calendar days after the appeal was filed or the hearing held, whichever occurred later. Copies of the decision will be given to all parties.

1244. The complainant will be informed of **their** ~~his/her~~ right to appeal the Board's decision to the:

a. Commissioner of Education
New Jersey State Department of Education
P.O. Box 500
Trenton, New Jersey 08625-0500 **or the**
~~Telephone: (877) 900-6960 or the~~

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

D. Record

1. The records of any complaint processed in accordance with this procedure shall be maintained in a file kept by the Affirmative Action Officer.



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ROXBURY TOWNSHIP
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EQUAL EMPLOYMENT OPPORTUNITY COMPLAINT PROCEDURE (M)

2. A copy of the decision rendered at the highest level of appeal finding a discriminatory act has occurred shall ~~will~~ be kept in the personnel file of the employee found to have committed a discriminatory act ~~employee's personnel file~~.

Issued: 14 October 2013

Revised: 15 August 2016

Revised: TBD



POLICY

ROXBURY TOWNSHIP BOARD OF EDUCATION

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EQUAL EMPLOYMENT/ANTI-DISCRIMINATION PRACTICES (M)

1550 EQUAL EMPLOYMENT/ANTI-DISCRIMINATION PRACTICES (M)

M

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

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

The Board will not enter into any contract with a person, agency, or organization that discriminates on the basis of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status~~, either in employment practices or in the provision of benefits or services to students or employees. In addition, the Board will encourage minority businesses, women's business enterprises, and labor surplus area firms to submit bids to be considered for the awarding of contracts.

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

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



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EQUAL EMPLOYMENT/ANTI-DISCRIMINATION PRACTICES (M)

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

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

Adopted: 14 October 2013

Revised: 15 October 2016

Revised: 23 July 2018

Revised: TBD



REGULATION

ROXBURY TOWNSHIP BOARD OF EDUCATION

PROGRAM
R 2200/Page 1 of 1
CURRICULUM CONTENT (M)

R 2200 CURRICULUM CONTENT (M)

M

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

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

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

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

Issued: 14 October 2013

Revised: 15 August 2016

Revised: **TBD**



POLICY

ROXBURY TOWNSHIP BOARD OF EDUCATION

Program
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Equity in ~~Affirmative Action Program~~ for School and Classroom Practices (M)

2260 **EQUITY IN** ~~AFFIRMATIVE ACTION PROGRAM FOR SCHOOL AND~~ CLASSROOM PRACTICES (M)

M

The Board of Education shall provide **all students with equitable** ~~equal~~ and bias-free access ~~for all students~~ to all school facilities, courses, programs, activities, and services, regardless of **the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status~~, by:

1. Ensuring ~~equal and~~ barrier-free access to all school and classroom facilities;
2. Attaining, **within each school**, minority representation ~~within each school, that which~~ approximates the district's overall minority representation. Exact apportionment is not required, ~~however~~, the ultimate goal is a reasonable plan achieving the greatest degree of **a representative** ~~racial~~ balance, ~~that which~~ is feasible and consistent with sound educational values and procedures;
3. Utilizing, **on an annual basis**, a State-approved English language proficiency assessment that evaluates a student's English language proficiency on the four domains of listening, speaking, writing, and reading ~~measure on an annual basis~~ for determining the **eligibility and placement** ~~special needs~~ of **students who may be identified as multilingual** ~~English language learners and their progress in learning English~~ pursuant to N.J.A.C. 6A:15-1.3 **(a)3.** ~~(b)~~;
4. Utilizing bias-free multiple measures for determining the special needs of students with disabilities, pursuant to N.J.A.C. 6A:14-3.4;
5. Ensuring ~~that~~ support services, including intervention and referral services and school health services pursuant to N.J.A.C. 6A:16, are available to all students; and
6. Ensuring ~~that~~ a student is not discriminated against because of a medical condition. A student shall not be excluded from any education program or activity because of a long-term medical condition unless a physician certifies ~~that~~ such exclusion is necessary. ~~If excluded, the student shall be provided with~~



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~~equivalent and timely instruction that may include home instruction, without prejudice or penalty.~~

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

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

1. Ensuring there are no differential requirements for completion of course offerings or programs of study solely on the basis of the protected categories listed at N.J.A.C. 6A:7-1.1(a) ~~race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status;~~
2. Ensuring courses shall not be offered separately on the basis of the protected categories listed at N.J.A.C. 6A:7-1.1(a) ~~race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status;~~
 - a. Portions of classes that which deal exclusively with human sexuality may be conducted in separate developmentally appropriate sessions based on gender identity for male and female students, provided that the course content for such separately conducted sessions is the same.
3. Increasing and promoting equitable representation ~~Reducing or preventing the underrepresentation of all~~ minority, female, and male students in all classes and programs including ~~gifted and talented, accelerated, and advanced classes;~~



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4. Ensuring ~~that~~ schools demonstrate the inclusion of a multicultural curriculum in its instructional content, materials and methods, and **ensuring** that students understand the basic tenet of multiculturalism;
5. Ensuring **the Amistad Commission Curriculum** ~~that African American history, as well as the history of other cultures, is infused into the curriculum and taught as part of the history of the United States, pursuant to N.J.S.A. 18A:35-1 and the New Jersey Student Learning Standards; and~~
6. Ensuring **the Commission** ~~that instruction on the Holocaust Education curriculum and other acts of genocide is included in the curriculum of all elementary and secondary schools, as developmentally appropriate, pursuant to N.J.S.A. 18A:35-28; and,~~
7. **Ensuring all curricular requirements pursuant to N.J.A.C. 6A:8 and the NJSLs are taught, including any curriculum developed concerning any of the protected categories listed at N.J.A.C. 6A:7-1.1(a) or curriculum developed by any commissions constituted for the development of curriculum concerning any of the protected categories listed at N.J.A.C. 6A:7-1.1(a).**

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

The Board of Education shall ensure that the district's physical education program and its athletic programs are **is in a equitable, co-educational setting that is developmentally appropriate,** and **does** ~~do~~ not discriminate on the basis of **the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status,~~ as follows:



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

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

N.J.A.C. **6A:7-1.1; 6A:7-1.3;** 6A:7-1.7

Adopted: 14 October 2013

Revised: 15 August 2016

Revised: 22 May 2017

Revised: **TBD**



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Complaint Procedure (M)

R 2260 **EQUITY IN** ~~AFFIRMATIVE ACTION PROGRAM FOR SCHOOL AND~~
CLASSROOM PRACTICES COMPLAINT PROCEDURE (M)

M

A. Purpose and Application

1. The purpose of this procedure is to give any student or the parent(s) ~~or legal guardian(s)~~ of a student the opportunity to appeal an alleged violation of the district's Affirmation Action Plan for school and classroom practices, as set forth in Policy No. 2260.
2. This procedure is intended to facilitate an equitable and just resolution of a dispute at the most immediate level and will be implemented in an informal manner.
3. Every reasonable effort will be made to expedite the process in the interest of a prompt resolution. Time limits may, however, be extended with the consent of all parties.
4. All participants in the procedure will respect the confidentiality that this district accords to information about individual students.

B. Definitions

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



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5. “Complaint” means an unresolved problem concerning the interpretation or application by an officer or employee of this school district of law and regulations regarding the Affirmative Action Plan.
 6. “Day” means a working or calendar day as identified.
 7. “Student” means an individual enrolled in any formal educational program provided by the school district.
 8. “School district” means **this** ~~the Roxbury Township~~ **School** ~~District~~.
 9. “Violation” means the failure of a district official or employee to take the positive steps outlined in Policy No. 2260 and/or included in the Affirmative Action Plan.
- C. Procedure
1. A complainant shall discuss **their** ~~his/her~~ complaint with the staff member most closely involved in an attempt to resolve the matter informally.
 2. If the matter is not resolved to the satisfaction of the complainant within thirty working days **of the discussion with the staff member most closely involved**, the complainant may submit a written complaint to the Affirmative Action Officer. **The complaint may be reported: in person; in writing; verbally by telephone; by mail to the office address; or by electronic mail. The complaint may be reported during business or non-business hours.**
 3. The complaint **shall** ~~will~~ include:
 - a. The student's name and, in the complaint of a person acting on behalf of the student, the name and address of the complainant~~;~~;
 - b. The specific failure to act **of which** ~~that~~ the complainant complains ~~of~~~~;~~;
 - c. The school employee, if any, responsible for the alleged violation of the Affirmative Action Plan~~;~~;



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- d. The results of discussions conducted in accordance with ~~paragraph C.1. above;~~ and
 - e. The reasons why ~~the these results of the discussions were~~ are not satisfactory ~~to the complainant.~~
43. The Affirmative Action Officer will investigate the matter informally and will respond to the complaint in writing no later than seven working days after receipt of the ~~written~~ complaint **filed in accordance with C.2. above.** A copy of the complaint and the response will be forwarded to the Superintendent.
 54. The ~~response of the~~ Affirmative Action Officer's **written response** may be appealed to the Superintendent in writing within three working days after it has been received by the complainant. The appeal will include the original complaint, the response to the complaint, and the complainant's reason for rejecting the response. A copy of the appeal must be given to the staff member alleged to have violated the Affirmative Action Plan.
 65. On **their** ~~his/her~~ timely request (that is, submitted before the expiration of the time within which the Superintendent must render a decision), the complainant will be given an informal hearing before the Superintendent, at a time and place convenient to the parties, but no later than seven working days after the request for a hearing has been submitted. The Superintendent may also require the presence at the hearing of the staff member charged with violation of the Affirmative Action Plan and any other person with knowledge of the violation ~~complained of.~~
 76. The Superintendent will render a written decision in the matter no later than seven working days after the appeal was filed or the hearing was held, whichever occurred later. Copies of the decision will be given to all parties and to the Board.
 87. The complainant may appeal the Superintendent's decision to the Board by filing a written appeal with the Board Secretary no later than three working days after receipt of the Superintendent's decision. The appeal shall include:
 - a. The original complaint;



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- b. The response to the complaint;
- c. The Superintendent's decision;
- d. A transcript of the hearing, if one has been made, or a summary of the hearing to which all parties have consented; and
- e. The complainant's reason for believing the Superintendent's decision should be changed.

98. A copy of the appeal to the Board must be given to the staff member, if any, charged with a violation of the Affirmative Action Plan.

109. The Board will review all papers submitted and may render a decision on the basis of the proceedings below. If the complainant so requests, the Board may convene a hearing, at which all parties may be represented by counsel and may present and examine witnesses, who will testify under oath.

1110. The Board will render a written decision no later than forty-five calendar days after the appeal was filed or the hearing held, whichever occurred later. Copies of the decision will be given to all parties.

1211. The complainant will be informed of **their** ~~his/her~~ right to appeal the Board's decision to the Commissioner of Education or to the New Jersey Division on Civil Rights.

D. Record

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



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HOMEWORK

R 2330 HOMEWORK

A. Definition

Homework is an academic activity engaged in by students outside of class.

B. Purposes

The primary objective of homework is to ~~foster a sense of student responsibility for the learning process~~ further the learning experience through tasks **connected to curricular goals** requiring **critical thinking, application of content,** time-budgeting, ~~and decision making and self-assessment.~~

More specifically, homework is intended to:

1. Provide for essential practice in skills.
2. Enrich and extend classroom experiences and build positive work and study habits.
3. Provide experiences in finding sources **evaluating information** and gathering data.
4. Encourage the development of self discipline and integrity.
5. It is expected that homework serves a valid **learning** purpose, it should never be used as a punitive measure.
6. **Afford an opportunity for the teacher to provide specific, timely goal oriented learning and/or product feedback.**
7. **Provide parents a window into current learning/curricular experiences.**

C. Amount of Homework

The amount of time which students ~~in the same grade~~ will spend on homework will vary due to individual differences, however, it is believed that **when students should be are assigned homework they will exert an honest effort to fulfill assignment expectations in order to demonstrate their ability** ~~on a daily basis including some weekends.~~ ~~The following time allocations are suggested for~~



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~~homework at various grade levels and are approximate.~~ It is conceivable that there may be times when no homework will be assigned and that there may be times when more homework than ~~stated~~ **typical** will be necessary **in order to ensure appropriate learning progress.**

It is reasonable to understand that in addition to short and long-term assignments, teachers have expectations for ongoing interactions with learning such as reading, reviewing notes, and studying.

Kindergarten	15 minutes, 3 times per week
Grade 1	20 minutes daily
Grade 2	30 minutes daily
Grade 3	40 minutes daily
Grade 4	50 minutes daily
Grade 5	1 hour daily
Grade 6	1 hour and 30 minutes daily
Grades 7 & 8	1 1/2 to 2 hours daily
Grades 9-12	Students should be prepared to spend an average of 30-45 minutes for each academic subject daily or approximately 2-1/2 to 3-3/4 hours. From time to time no actual assignment will be given, allowing students time for review, research, and accomplishment of long-term assignments.

D. Grading/Evaluation of Homework

In order to encourage a positive student attitude toward homework, teachers will be expected to instruct their students in the proper techniques and methods of completing homework assignments.

1. **The teacher checks homework to determine student understanding and to inform any necessary adjustment such as reteaching or enrichment as quickly as possible and affixes a checkmark, comment and/or assigns appropriate grade to all written assignments. Thus, homework grades become a part of the report card grade.**
2. The students are responsible for and expected to complete and submit each assignment on its due date. The assignments are to conform to the procedures set forth by the teacher in conjunction with the administration.



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3. If the teacher employs oral correction or self-checking **students are expected to correct their work accurately** ~~as the teacher applied grading technique, all papers are to be perused and marks given. This may be a check, a mark of satisfactory or unsatisfactory, or a letter grade. No credit will be given for untidy, error-filled papers.~~
4. The teacher will provide discussion time after student self-correction of papers to clarify any misconceptions.
5. The teacher will notify a parent by phone, **email, or through Genesis** ~~or written note~~ whenever a student repeatedly fails to do **their** ~~his/her~~ homework.
6. ~~For grades 7-12:~~

All homework will be discussed, graded, or checked **or some combination thereof.** ~~Regular assignments in English, science, mathematics, social studies, business, foreign language, and health will count toward each marking period's grade. Any homework assignment collected and/or being used to contribute to a student's grade will be returned within three (3) school days with a grade and feedback.~~

E. Make-up Work

1. In the event that a student ~~must be~~ **is** absent from school, all work missed is still required **at the discretion of the teacher.** **It is important for any identified assignments to be completed in a timely fashion by the student.** ~~In all but the most unusual cases, as determined by the Principal or designee, work must be completed before the next marking period begins.~~
2. The student must arrange to make-up missed assignments as required by the school and the teacher. Students shall be granted a period equal to the number of consecutive days missed before being required to complete **identified** classwork, homework assignments, or take test/quizzes. Teachers are expected to provide adequate instructions for students to complete the make-up assignment**(s)**.
3. Long-range assignments due during an absence must be submitted the day the student returns in order to receive full credit. Exceptions to this may be granted by the administration in consultation with the teacher.



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4. The teacher must clearly explain the assignment(s) to the student.
5. If homework is requested prior to an extended absence, it is due the next class when the student returns.

F. Role of the Student

The student is expected to:

1. Regard homework as a serious undertaking.
2. Accept full responsibility for completing all homework to the best of their ability.
3. Meet all due dates.
4. Use homework as a tool to self-evaluate learning progress and to prepare for formative/graded assessments ~~study guide for quizzes and tests.~~
5. Ask questions concerning homework assignments prior to leaving school and request assistance from a teacher for assignment clarification when necessary. ~~familiarize himself or herself with the section of these guidelines entitled "Homework During Absences".~~
6. Demonstrate a thorough effort to complete the task or in the event of significant struggle, articulate strategies attempted and identify specific area(s) of misunderstanding/challenge.

G. Role of the Teacher

The teacher will:

1. Have a definite purpose in assigning work.
2. Clearly explain assignments in a manner that enables all students to work independently.
3. Encourage students to record or list assignments carefully.



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4. Correct, record, and return **collected** assignments promptly.
5. Encourage students to establish standards of neatness, completeness, accuracy, and punctuality.
6. Encourage students to effectively use and budget time.
7. Evaluate **all** homework assignments according to the purpose for which they were given **to ensure the opportunity for feedback to be acquired by the student through teacher, peer, or self-evaluated opportunities.**
8. Confer with other teachers **and/or** ~~of particular~~ students to be certain that they are not overburdened with homework **placing high value on learning, but also appreciating that students have other personal obligations including, but not limited to clubs, sports, jobs, volunteering, spiritual commitments, family connections, and appropriate sleep.**
9. Never assign homework as a punitive measure.
10. Give recognition to outstanding **effort and/or growth.** ~~work.~~
11. **Provide an adequate expectation for when students who are significantly struggling should stop and seek additional assistance/clarification from the teachers as opposed to building an inappropriate level of frustration.**
12. **Design homework that is appropriate for and acknowledges a variety of learning styles and needs as opposed to using a “one size fits all” approach.**

H. Role of the Parent

The parent will:

1. **Encourage the student to approach homework positively and give their best effort.**
2. **Support students with productive struggle by providing feedback to build confidence and encourage autonomy.**



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3. Refrain from providing answers or doing the work. This eliminates the teacher's ability to appropriately evaluate the student's understanding/ability.
4. Encourage the student to advocate for themselves when experiencing significant difficulty or to solicit additional support, if needed.

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GUIDANCE AND SCHOOL COUNSELING (M)

2411 GUIDANCE AND SCHOOL COUNSELING (M)

M

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

A program of guidance and counseling, including developmental career guidance and exploration, shall be offered to all students in this school district and shall involve the coordinated efforts of all teaching staff members under the leadership of certified guidance and counseling personnel.

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

1. Involves teaching staff members at all appropriate levels;
2. Honors the individuality of each student;
3. Is integrated with the total educational program;
4. Is coordinated with available resources of the community;
5. Provides for cooperation of school staff with parents and shares parents' concern for the development of their children;
6. Provides for the means of sharing information among appropriate staff members in the student's interest;
7. Ensures all students have access to adequate and appropriate counseling services, pursuant to N.J.A.C. 6A:7-1.7(c).
 - a. When informing students about possible careers or professional or vocational opportunities, the Board shall not restrict or limit the options presented to students on the basis of the protected categories listed at N.J.A.C. 6A:7-1.1(a).



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

~~Is available equitably to all students and prohibits biased counseling and the use of materials that discriminate among students on the basis of their race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability; and~~

8. Establishes a referral system that utilizes all the aid the schools and community offer, guards the privacy of the student, and monitors the efficacy of such referrals.

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

N.J.A.C. 6A:7-1.1; 6A:7-1.3; 6A:7-1.7; 6A:8-3.2

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BILINGUAL AND ~~ESL~~ EDUCATION (M)

2423 BILINGUAL AND ~~ESL~~ EDUCATION (M)

M

The Board of Education will provide programs of bilingual education, English as a second language (ESL), and **culturally and linguistically responsive, researched-based, and effective English language instruction educational services programs (LIEP) to all multilingual for English language learners (ML) (ELLs)** as required by law and rules of the New Jersey State Board of Education. **MLs ELLs** are those students whose **primary native language is not other than English** and who have varying degrees of English language proficiency in any one of the domains of speaking, reading, writing, or listening and is synonymous with limited English speaking ability pursuant to N.J.S.A. 18:35-15 through **18A:35-26.1 and N.J.A.C. 65:15-1.1 et seq.**

Identification of Eligible ELLs

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

1. — ~~Maintain a census indicating all identified students whose native language is other than English; and~~
2. — ~~Administer the Statewide home language survey to determine which students in Kindergarten to grade twelve whose native language is other than English must be screened further to determine English language proficiency. The Statewide home-language survey shall be administered by a bilingual/ESL or other certified teacher and shall be designed to distinguish students who are proficient English speakers and need no further testing.~~

The district shall **then** determine the English language proficiency of all Kindergarten to **twelfth-grade twelve** students who are **found eligible through N.J.A.C. 6A:15-1.3(a)1 or (a)2 not screened out** and whose **primary native language is other than English by administering an English language proficiency (ELP) assessment. test, assessing the level of reading in English, reviewing the previous academic performance of students, including their performance on standardized tests in English, and reviewing the input of teaching staff members**



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responsible for the educational program for ELLs. Students who do not meet the New Jersey Department of Education (Department) established cut score standard on the ELP assessment standard on a language proficiency test and who have at least one other indicator shall be offered entry into the district's LIEP, considered ELLs. Preschool students who are identified as having a primary language other than English shall be identified as MLs. Prior to the start of their Kindergarten year, the district shall administer an ELP assessment to preschool MLs as part of the screener process to determine the ML's English language proficiency level. The district shall also use age-appropriate methodologies to identify preschool MLs ELLs to determine their individual language development needs.

Bilingual Programs for ELLs

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

1. An English language services program in accordance with N.J.A.C. 6A:15-1.1;
2. An ESL program in accordance with N.J.A.C. 6A:15-1.2 and
3. A bilingual education program in accordance with N.J.A.C. 6A:15-1.2.

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

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

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



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All teachers of **bilingual** ~~in these programs~~ shall hold a valid New Jersey instructional certificate with an endorsement for the appropriate grade level and/or academic content area and a standard certificate with a **bilingual/bicultural education endorsement**, pursuant to N.J.S.A. 18A:6-38 et seq., N.J.S.A. 18A:35-15 to 26, and N.J.A.C. 6A:9B-11.5 in accordance with the provisions of N.J.A.C. **6A:15-1.8**. ~~be appropriately certified in accordance with the requirements as outlined in N.J.A.C. 6A:15-1.9. Every student participating in a bilingual, ESL, or English language services program shall be entitled to continue such participation for a period of three years pursuant to N.J.S.A. 18A:35-19.~~

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

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

MLs ~~ELLs~~ enrolled in **the LIEP** ~~a bilingual, ESL, or English language services program~~ shall be placed in a **classroom(s) where the primary language of instruction is English** ~~monolingual English program~~ when the ML has **they have** demonstrated readiness to exit a **LIEP first by achieving the** ~~bilingual, ESL, or English language services program through a~~ Department-established **cut score criteria** on an ELP **or alternate ELP** assessment, and a Department-established English language observation form. ~~A first achieve the Department established English proficiency standard as measured by an ELP assessment. The student's readiness shall be further assessed by the use of a Department-established English language observation form that considers, at a minimum: classroom performance; the student's reading level in English; the~~ **observations** ~~judgment~~ of the teaching staff ~~member or members~~ responsible for the educational program of the student; and performance on achievement tests in English.

In accordance with provisions of N.J.S.A. 18A:35-22.1, a parent may remove a student who is enrolled in a bilingual education program at any time; except that



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during the first three years of a student's participation in a bilingual education program, the parent may only remove the student at the end of each school year.

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

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

~~When the review process for exiting a student from a bilingual, ESL, or English language services program has been completed, the student's parent shall be informed by mail of the placement determination. A parent or teaching staff member who disagrees with the proposed placement may appeal the decision in writing to the Superintendent of Schools or designee, who will provide a written explanation for the decision within seven working days. The complainant may appeal this decision in writing to the Board within seven calendar days of receiving the Superintendent's or designee's written explanation of the decision. The Board will review the appeal and respond in writing to the parent within forty five calendar days of the Board's receipt of the parent's written appeal to the Board. Upon exhausting an appeal to the Board, the complainant may appeal to the Commissioner of Education.~~

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

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

Parental Involvement

The parents of a ML shall ~~ELLs~~ will be notified in accordance with the provisions of N.J.A.C. 6A:15-1.12~~13~~ that their child has been identified as eligible for placement in a LIEP enrollment in a bilingual, ESL, or English language services



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education program. Notice shall be in writing and in the language in which the parent(s) possesses a primary speaking ability, and in English. The notice must also include the provisions detailed at N.J.A.C. 6A:15-1.12(b). a statement that the parents have the option of declining their child's enrollment in a bilingual program, and shall be given an opportunity to do so if they choose.

The district will notify the parents of ELLs by mail within thirty days of the child's identification. Parents shall receive progress reports shall be written in English and in the primary language spoken by the parent of students enrolled in the LIEP. of students enrolled in bilingual, ESL, or English language services programs in the same manner and frequency as progress reports are sent to parents of other students enrolled in the district.

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

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

Graduation

ELLs will qualify for graduation from high school in accordance with N.J.A.C. 6A:8-5.1(a) and Policy 5460.

Program Plan

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



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

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A. Definitions (N.J.A.C. 6A:15-1.2)

1. “Alternate English language proficiency assessment” (alternate ELP assessment) means a New Jersey Department of Education-approved assessment for students with the most significant cognitive disabilities that assesses a student’s English language proficiency (ELP) on the four domains of listening, speaking, reading, and writing, and that is aligned with the English Language Development (ELD) State’s academic achievement standards, as permitted under the Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Act (IDEA).
2. "Bilingual education program" means a full-time language instruction educational program (LIEP) in all courses or subjects provided in accordance with N.J.S.A. 18A:35-18. Students in a bilingual education program receive instruction in the primary language of multilingual learners (ML) enrolled in the program and in English, while also receiving English as a second language (ESL) instruction. Educators use the primary language of instruction to enhance literacy in the primary language and as a support in the development of listening, all courses or subjects that a child is required by law or rule to receive, given in the native language of English language learners (ELLs) enrolled in the program and also in English; in the aural comprehension, speaking, reading, and writing of the native language of ELLs enrolled in the programs, and in the aural comprehension, speaking, reading, and writing skills in of English; and Students also receive instruction in the history and culture of the country, territory, or geographic area that is the native land of the parents and families of MLs ELLs enrolled in the program, and in the history and culture of the United States.
3. "Bilingual part-time component" means an instructional a program alternative in which students receive their academic content area classes in English language arts (ELA) are assigned to mainstream English program classes, but are scheduled daily for their developmental reading and mathematics instruction with a certified



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bilingual teacher who provides instruction in the primary language of the MLs in the program, as well as ESL instruction.

4. "Bilingual resource program" means an instructional a program alternative in which students receive instruction and resources that are individualized for each student, on an individual basis, daily instruction from a certified bilingual teacher in academic content areas identified by the school district, as well as ESL instruction subjects and with specific assignments.
5. "Bilingual tutorial program" means an instructional a program alternative in which students receive one period of instruction from a certified bilingual teacher in an academic a content area required for graduation, and a second period of tutoring in another other required content area areas, as well as ESL instruction.
6. "Class period" means the time allocated for instruction in academic content areas as part of the regular school schedule for each day in session as set forth at N.J.A.C. 6A:32-8.3. In a block schedule, weekly instruction is equivalent to one class period for each day of school in a given week.
7. "Cut score" means the same as that term is defined pursuant to N.J.A.C. 6A:8-1.3.
86. "Dual-language immersion bilingual education program" means, for the purpose of meeting the LIEP requirements at N.J.S.A. 18A:35-18 and N.J.A.C. 6A:15, a full-time LIEP program of instruction in elementary and secondary schools that provides structured English language instruction and instruction in a second language in all content areas, for ELL and for native English speaking students enrolled in the program. MLs in the program receive instruction in their primary language, as well as ESL instruction. A dual language immersion program provides daily instruction in English and a minimum of fifty percent of instruction in the primary language of enrolled MLs. A dual language immersion program that is designed to support MLs is sometimes referred to as a two-way bilingual education program.



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9. "English Language Development Standards" means the preschool English language development standards for preschool students 2012 Amplification of the English Language Development Standards, Kindergarten – Grade 12, incorporated herein by reference, as amended and supplemented, developed by the World Class Instructional Design and Assessment (WIDA) Consortium. The standards correspond to five domains of children's development and learning: approaches to learning, language and communication development, cognition and general knowledge, physical well-being and motor development, and social and emotional development. They are the standards and language competencies ELLs in preschool programs and elementary and secondary schools need to become fully proficient in English and to have unrestricted access to grade-appropriate instruction in challenging academic subjects. The standards incorporated herein by reference, are published by the Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium (www.wida.us) and are available at <https://wida.wisc.edu/teach/early> for review at <http://www.wida.us/standards/eld.aspx>.
10. "Educational activities and programs" means the same as that term is defined pursuant to N.J.A.C. 6A:7-1.3.
11. "Educational equity" means the same as that term is defined pursuant to N.J.A.C. 6A:7-1.3.
127. "Educational needs" means the particular educational requirements of MLs ELLs; the fulfillment of which will provide them with equal educational opportunities.
138. "English as a second language (ESL) program" means a daily class period of instruction within a LIEP and developmental second-language acquisition program of at least one period of instruction based on a student's English language proficiency that teaches the English language development standards aural comprehension, speaking, reading, and writing in English using second language teaching techniques, and incorporates the cultural aspects of the student's experiences in their ESL instruction. A period is the time allocated in the school schedule for instruction in core subjects.



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14. “English language development standards” or “ELD standards” means the 2020 Amplification of the English Language Development Standards, Kindergarten – Grade 12 incorporated herein by reference, as amended and supplemented, developed by WIDA. They are the standards and language competencies in listening, speaking, reading, and writing that MLs in preschool programs, and elementary and secondary schools, need to become fully proficient in English and to have unrestricted access to grade-appropriate instruction in challenging academic content areas. The standards are a version of ELA that have been crafted to address the specific developmental stages of students learning English. The standards are published by the Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium (www.wida.us) and are available for review at <https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf>.
- ~~10. “English language learner” or “ELL” means a student whose native language is other than English. The term refers to students with varying degrees of English language proficiency in any one of the domains of speaking, reading, writing, or listening and is synonymous with limited English speaking ability as used in N.J.S.A. 18A:35-15 to 26.~~
1511. “English language proficiency assessment” or (“ELP assessment”) means a New Jersey Department of Education-approved assessment that evaluates a student’s English language proficiency on the four domains of listening, speaking, reading, and writing and that is aligned with the ELD standards State’s academic achievement standards as permitted under ESSA.
1612. “English language services” means services designed to improve the English language skills of MLs ELLs. The services, provided in school districts with less than ten MLs ELLs in kindergarten through twelfth-grade, are part of in addition to the regular school program and are designed to develop proficiency in the ELD standards aural comprehension, speaking, reading, and writing skills in English.



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17. “Equal educational opportunity” means the same as that term is defined pursuant to N.J.A.C. 6A:7-1.3.
1813. "Exit criteria" means the criteria that must be applied before a student may be exited from a LIEP bilingual, ESL, or English language services education program.
1914. "High-intensity ESL program" means an instructional a program alternative in which students receive two or more class periods each a day in a session of ESL instruction. One period is the standard ESL class and the other period is a tutorial or ESL reading class.
2015. "Instructional program alternative" means an LIEP, other than bilingual education and/or dual language immersion, a part-time program of instruction that may be established by a Board of Education in consultation with, and approval of, the New Jersey Department of Education through a waiver request pursuant to N.J.S.A. 18A:35-18. (Department). All students in an instructional program alternative receive an ESL class period each day in session English as a second language.
21. “Language instruction educational program” or “LIEP” means the program of services in which a ML receives instruction and support to develop and attain English language proficiency while meeting or exceeding the New Jersey Student Learning Standards (NJSLS) in academic content areas. MLs in a LIEP develop proficiency in the English language while they develop skills and knowledge within the academic content areas. A LIEP includes the services that all MLs are entitled to receive, pursuant to N.J.S.A. 18A:35-16 and N.J.A.C. 6A:15. LIEP includes “programs of bilingual education,” pursuant to N.J.S.A. 18A:35-16, and “instructional alternative programs,” pursuant to N.J.S.A. 18A:35-18.
22. “Multicultural curriculum” means the same as that term is defined pursuant to N.J.A.C. 6A:7.
23. “Multilingual learner” or “ML” means a student whose primary language is not English, who is identified through the process set



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forth in N.J.A.C. 6A:15, and who is developing proficiency in multiple languages (e.g., English and a primary language). The term is synonymous with “English learner” or “English language learner”.

24. “Newcomer” means any student born outside of the United States who has recently arrived in the United States. Newcomer is an umbrella term that includes a heterogenous group of immigrants; some newcomers may also be MLs or students with interrupted formal education (SIFE).
2517. “NJSLS” means the New Jersey Student Learning Standards as defined ~~at~~ ~~in~~ N.J.A.C. 6A:8-1.3.
2618. “Parent(s)” ~~for the purposes of Policy 2423 and this Regulation~~ means the natural or adoptive parent, legal guardian, surrogate parent appointed pursuant to N.J.A.C. 6A:14-2.2, or a person acting in the place of a parent (such as a grandparent or stepparent parent(s) or the legal guardian(s), foster parent(s), surrogate parent(s), or person acting in the place of a parent with whom the student lives or a person legally responsible for the student’s welfare) legally resides. ~~When parents are separated or divorced, parent means the person(s) who has legal custody of the student, provided such parental rights have~~ Unless parental rights have been terminated by a court of appropriate jurisdiction, the parent retains all rights pursuant to N.J.A.C. 6A:32. In addition, a resource family parent may act as a parent pursuant to N.J.A.C. 6A:32 if the parent’s authority to make education decisions on the student’s behalf has not been terminated by a court of appropriate jurisdiction.
2716. “Primary Native language” means the language or mode of communication in which a ML is most fluent or speaks more regularly than any other language normally used by a person with a limited ability to speak or understand the English language. In the case of a student, the primary native language is the language normally used by the student’s parents, ~~except that in all direct contact with a student, including during the evaluation of the child, the native language is the language normally used by the student in the home or in the learning environment.~~



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19. ~~"Review process" means the process established by the Board assess ELLs for exit from bilingual, ESL, or English language services programs.~~

2820. "Sheltered English instruction" means an instructional **program alternative approach** used to make academic instruction in English understandable to **MLs** ~~ELLs~~. Sheltered English classes are taught by ~~regular~~ 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 **subject-area content** comprehensible for **MLs** ~~ELLs~~.

29. **"State Seal of Biliteracy" means a recognition awarded pursuant to N.J.A.C. 6A:8-5.3.**

30. **"Statewide home-language survey" or "Statewide HLS" means a standardized questionnaire developed by the Department for school districts to use to help identify which students are potential MLs and which students will require a record review and an ELP assessment to determine whether they are eligible for placement in a LIEP.**

31. **"Student with interrupted formal education" or "SIFE" means a ML in grades four to twelve who has experienced disruptions in their formal education that took place outside of the United States.**

B. Identification of Eligible **Multilingual** ~~English Language Learners~~ **(ELLs)** (N.J.A.C. 6A:15-1.3)

1. The **school** district shall use, at the time of enrollment, **the a multi-step process set forth at N.J.A.C. 6A:15-1.3(a)1 through (a)3 and B.1.a. through B.1.c. below to identify MLs enrolled in the school district. at the time of enrollment to determine the native language of each ELL. The district shall:**

a. **The district shall administer to each student enrolled in the school district the Statewide HLS. The district shall use the**



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Statewide HLS to determine which students in preschool to twelfth-grade have a primary language(s) other than English and, therefore, may be a ML. The Statewide HLS shall be completed, in writing, or by verbal interview by an individual with knowledge of the student, such as a parent(s), trained school district personnel, or a bilingual or ESL teacher;

b. Following the administration of the Statewide HLS, the district shall conduct a records review process to determine whether the student is a ML.

(1) The records review process may include, but is not limited to, reviewing available information about the student's overall academic performance from current or prior years; observations of teaching staff members who have worked with the student; interviews with the student or the student's parent or family in their primary language; and/or additional school records as needed in compliance with State and Federal student privacy laws; and

c. The district shall then determine the English language proficiency of all Kindergarten to twelfth-grade students who are found eligible through N.J.A.C. 6A:15-1.3(a)1 or (a)2 and B.1.a. or B.1.b. above and whose primary language is other than English by administering an ELP assessment. Students who do not meet the Department-established cut score on the ELP assessment shall be considered MLs and shall be offered entry into the district's LIEP.

(1) Preschool students who are identified, pursuant to the processes set forth at N.J.A.C. 6A:15-1.3(a)1 and (a)2 and B.1.a. and B.1.b. above, as having a primary language other than English shall be identified as MLs. Prior to the start of their Kindergarten year, the district shall administer an ELP assessment to preschool MLs as part of the screener process to determine the ML's English language proficiency level.



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(2) The district shall also use age-appropriate methodologies to identify preschool MLs to determine their individual language development needs.

2. The district shall maintain a roster indicating all identified students whose primary language is other than English and who are MLs.

a. ~~Maintain a census indicating all identified students identified whose native language is other than English; and~~

b. ~~Administer the Statewide home language survey, to determine which students in Kindergarten to grade twelve whose native language is other than English, must be screened further to determine English language proficiency. The Statewide home language survey shall be administered by a bilingual/ESL or other certified teacher, and shall be designed to distinguish students who are proficient English speakers and need no further testing.~~

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

C. **Board Requirements, Including Language Instruction Educational Programs for Multilingual Learners – N.J.A.C. 6A:15-1.4**

~~Bilingual Programs for English Language Learners (ELLs) (N.J.A.C. 6A:15-1.4)~~



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1. The district Board shall provide all preschool Kindergarten to twelfth-grade twelve MLs ELLs enrolled in the school district pursuant to N.J.S.A. 18A:7F-46 and 18A:7F-54 with equal educational opportunities and all educational activities and programs, including required courses all required courses and support services defined at outlined in N.J.A.C. 6A:15-1.4(b) through (eh) and C.2. through C.58 below to prepare MLs ELLs to meet the NJSLs for high school graduation. The instructional opportunities shall be designed to assist MLs to fully comprehend all subject matter and demonstrate their mastery of all NJSLs academic content areas. This may include tutoring, after-school programs, summer programs, and remedial services as needed by ELLs. The district shall also provide appropriate instructional programs to eligible pre-school ELLs based on need according to the New Jersey Preschool Program Implementation Guidelines, 2015. The guidelines provide developmentally appropriate recommendations for good practice and are intended for school districts that provide preschool programs.
 - a. Instructional opportunities may also include individualized and targeted supports, as needed by MLs.
 - b. The district shall ensure that all educational services, activities, and programs incorporate a linguistically and culturally responsive, multicultural curriculum in accordance with N.J.S.A. 18A:35-4.35, 18A:35-4.36, and 18A:35-4.36a. to ensure educational equity aligned to the Board of Education's Comprehensive Equity Plan, pursuant to N.J.A.C. 6A:7.
2. The Board shall provide all MLs with a LIEP.
 - a. The Board shall provide appropriate instructional programs to preschool MLs pursuant to N.J.A.C. 6A:15-1.4(c) and C.3. below.
 - b. Whenever there are twenty or more MLs in Kindergarten through twelfth-grade in any one language classification enrolled in the school district, a LIEP shall include bilingual education or dual language immersion programs



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- pursuant to N.J.A.C. 6A:15-1.4(e) and C.5. below, unless waived pursuant to N.J.A.C. 6A:15-1.15 and N. below.
- c. Whenever there are ten or more MLs in Kindergarten through twelfth-grade enrolled in the school district, an ESL program shall be provided.
 - d. Whenever there are at least one, but fewer than ten MLs in Kindergarten through twelfth-grade enrolled in the school district, the Board shall provide the MLs with English language services. English language services shall be provided as part of the regular school program.
 - e. Instructional program alternatives may be implemented pursuant to N.J.A.C. 6A:15-1.15 and N. below, ~~establish English language services designed to improve the English language proficiency of ELLs whenever there are at least one, but fewer than ten ELLs enrolled in the school district. English language services shall be provided in addition to the regular school program.~~
3. The Board shall provide appropriate instructional programs to eligible preschool MLs based on the New Jersey Preschool Program Implementation Guidelines and the New Jersey Preschool Teaching and Learning Standards of Quality, pursuant to N.J.A.C. 6A:13A – Elements of High-Quality Preschool Programs.
- a. A program that meets the New Jersey Preschool Teaching and Learning Standards of Quality and is approved, pursuant to N.J.A.C. 6A:13A, will be considered a preschool LIEP.
4. The Board shall establish bilingual education or dual language immersion programs whenever there are twenty or more MLs in any one language classification enrolled in the school district in Kindergarten through twelfth-grade, pursuant to N.J.S.A. 18A:35-18. Bilingual education or dual language immersion programs shall:
- a. Be designed to prepare MLs to acquire sufficient English knowledge and skills to meet the NJSLs. All MLs participating in bilingual and dual language immersion



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- programs shall also receive a class period of ESL instruction each day in session;
- b. Include a curriculum that is aligned to the NJSLs and the ELD standards and includes primary language instruction delivered to further master literacy in the primary language and as a support in the development of English proficiency;
 - c. Include the full range of required courses and activities offered on the same basis and under the same rules that apply to all students within the school district; and
 - d. Utilize a curriculum for bilingual education programs that is adopted by the Board.
5. The Board shall provide at least one class period of ESL instruction each day in session based on a student's English language level to all MLs placed in a LIEP.
- a. The Board shall develop and adopt an ESL curriculum that addresses the ELD standards to address the instructional needs of MLs.
 - b. The ESL curriculum shall be cross-referenced to the school district's bilingual education and academic content area curricula to ensure that ESL instruction is correlated to all academic content areas taught.
6. The Board may establish dual language immersion programs to meet the requirement at N.J.A.C. 6A:15-1.4(b)2. and C.2.b. above and N.J.S.A. 18A:35-15 through 18A:35-26.
- a. Dual language immersion programs shall be designed to help students achieve proficiency in English and in a second language while mastering academic content area skills.
 - b. Instruction shall be in all courses or subjects of study that allow students to meet all grade promotion and graduation standards.



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- c. Classes in dual language immersion programs shall be comprised of at least fifty percent MLs.
 - d. The program may be coordinated with the school district's world languages program.
 - e. Dual language immersion programs that are not established to provide the LIEP services required pursuant to N.J.S.A. 18A:35-15 through 18A:35-26 do not have to comply with the requirements of N.J.A.C. 6A:15, Policy 2423, and this Regulation.
7. The Board may establish a newcomer program for a limited duration in time to address the needs of recent immigrant students, particularly SIFEs, before the students transition to a general education classroom. A high-quality newcomer program shall:
- a. Be age-appropriate;
 - b. Include content that relates to the NJSLs;
 - c. Include social-emotional learning; and
 - d. Include courses that are credit-bearing and count toward graduation pursuant to N.J.A.C. 6A:8, or promotion requirements to allow students to meet grade-level standards within a reasonable period of time.
8. The Board shall offer sufficient courses and other relevant supplemental instructional opportunities in grades nine through twelve to enable MLs to meet or exceed the NJSLs for graduation. When sufficient numbers of students are not available to form a bilingual class in an academic content area, the Board shall develop, in consultation with and approved by the Department, plans to meet the needs of the students.
9. In addition to N.J.A.C. 6A:15-1.4(a) through (h) and C.1. through C.8. above, the Board shall design additional programs and services to meet the special needs of eligible MLs. The additional programs and services shall include, but not be limited to,



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individualized and targeted supports through Title I programs; special education; career and technical education programs; gifted and talented education services; supports to help MLs earn a State Seal of Biliteracy pursuant to N.J.A.C. 6A:8-5.3; and individualized learning opportunities pursuant to N.J.A.C. 6A:8-5.1.

10. The Board may establish a program in bilingual education or dual language immersion for any language classification with fewer than twenty students.

11. The Board shall establish a process for how MLs in high school may meet the world language or ELA course graduation requirements, pursuant to N.J.A.C. 6A:8-5.1, by applying credits earned in an ESL course. The Board shall verify on a student's record that the applicable ESL credits meet or exceed the NJSLs at the high school level.

~~3. The Board of Education shall establish an ESL program that provides at least one period of ESL instruction based on student language proficiency whenever there are ten or more ELLs enrolled in the school district.~~

~~a. An ESL curriculum that addresses the WIDA English language development standards shall be developed and adopted by the Board to address the instructional needs of ELLs.~~

~~b. The ESL curriculum shall be cross-referenced to the district's bilingual education and content area curricula to ensure that ESL instruction is correlated to all the content areas taught.~~

~~4. The Board shall establish bilingual education programs whenever there are twenty or more ELLs in any onelanguage classification enrolled in the school district pursuant to N.J.S.A. 18A:35-18. Bilingual education programs shall:~~

~~a. Be designed to prepare ELLs to acquire sufficient English skills and content knowledge to meet NJSLs. All ELLs~~



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- ~~participating in the bilingual programs shall also receive ESL instruction;~~
-
- b. ~~Include a curriculum that addresses the NJSLS, the WIDA English language development standards, and the use of two languages. The bilingual education curriculum shall be adopted by the Board; and~~
-
- e. ~~Include the full range of required courses and activities offered on the same basis and under the same rules that apply to all students within the school district.~~
-
5. ~~ELLs shall be provided with equitable instructional opportunities to participate in all non-academic courses necessary to meet the NJSLS, including comprehensive health and physical education, the visual and performing arts, and career awareness programs. The instructional opportunities shall be designed to assist ELLs to fully comprehend all subject matter and demonstrate their mastery of the content matter.~~
-
6. ~~The Board shall offer sufficient courses and other relevant supplemental instructional opportunities in grades nine through twelve to enable ELLs to meet the NJSLS for graduation. When sufficient numbers of students are not available to form a bilingual class in a subject area, the Board shall develop plans in consultation with and approved by the Department to meet the needs of the students.~~
-
7. ~~In addition to N.J.A.C. 6A:15-1.4(a) through (f) and C.1. through C.6. above, the Board shall design additional programs and services to meet the special needs of eligible ELLs and include, but not be limited to: remedial instruction through Title I programs; special education; school to work programs; computer training; and gifted and talented education services.~~
-
8. ~~The Board may establish dual language bilingual education programs in its schools and may make provisions for the coordination of instruction and services with the school district's world languages program. Dual language bilingual education programs shall also enroll students whose primary language is~~



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

- ~~9. The Board may establish a program in bilingual education for any language classification with fewer than twenty students.~~

~~D. Waiver Process Provided by Statute (N.J.A.C. 6A:15-1.5)~~

~~The school district may request a waiver from N.J.A.C. 6A:15-1.4(d) and C.4. above to establish annually an instructional program alternative with the approval of the Department when there are twenty or more students eligible for the bilingual education program in grades Kindergarten through twelve, and the school district is able to demonstrate that it would be impractical to provide a full time bilingual program due to age range, grade span, and/or geographic location of eligible students.~~

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



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DE. Approval Procedures (N.J.A.C. 6A:15-1.56)

1. **The school district providing a LIEP** ~~If the district provides a bilingual program, ESL program, or English language services, the district shall submit a plan every three years to the Department for approval. At its discretion, the Department may request modifications, as appropriate.~~

~~a. Plans submitted by the Board for approval shall include information on the following:~~

~~(1) Identification of students;~~

~~(2) Program description;~~

~~(3) The number of certified staff hired for the program;~~

~~(4) Bilingual and ESL curriculum development;~~

~~(5) Evaluation design;~~

~~(6) Review process for exit; and~~

~~(7) A budget for bilingual and ESL programs or English language services.~~

2. **The Board of Education’s LIEP plan shall demonstrate that:**

a. **For Kindergarten through twelfth-grade, LIEP curricula include or are aligned with:**

(1) The NJSLs;

(2) The ELD standards; and

(3) A multicultural curriculum, pursuant to N.J.S.A. 18A:35-4.36a and N.J.A.C. 6A:7.

b. **For preschool, the ML instruction and support meets the language instruction requirements in the New Jersey**



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Preschool Program Implementation Guidelines and the New Jersey Preschool Teaching and Learning Standards of Quality, pursuant to N.J.A.C. 6A:13A and the curricula include or are aligned with:

- (1) The NJSLs;
 - (2) The ELD standards for preschool; and
 - (3) A multicultural curriculum, pursuant to N.J.S.A. 18A:35-4.36a and N.J.A.C. 6A:7.
- c. MLs have equitable access to educational activities and programs in a manner aligned to the Board's Comprehensive Equity Plan, pursuant to N.J.A.C. 6A:7.
- d. School district staff engage in ongoing and continuous program evaluations that shall include regular reviews of student performance data (for example, graduation rates and assessment results) and other measures (for example, absenteeism, disciplinary records, and course enrollment) to evaluate whether MLs in the district have equitable access to educational opportunities, including, but not limited to, gifted and talented programs; advanced coursework and dual enrollment; work-based learning opportunities; extra-curricular activities; and career counseling.
- e. Preschool students participate in instructional activities pursuant to N.J.A.C. 6A:13A.
- f. Bilingual and dual language immersion programs promote bilingualism, biliteracy, cross-cultural competency, high levels of academic achievement in both languages, and a path, if available, toward attaining the State Seal of Biliteracy.
3. The Board's LIEP plan submitted to the Department for approval shall include information on the following:
- a. Identification of MLs in preschool through twelfth-grade;



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- b. LIEP description;
 - c. The number of staff hired for the LIEP by certificate type;
 - d. Bilingual and ESL curriculum;
 - e. Evaluation design;
 - f. Review process for a student’s exit from ML status; and
 - g. A budget for all components of the LIEP.
4. The Department will review the plan to ensure the Board has a system of support for all MLs that is aligned to N.J.A.C. 6A:15, Policy 2423, and this Regulation. The Department may request modifications of the plan, as appropriate, and shall determine whether to approve the Board’s plan.

EF. Supportive Services ~~(N.J.A.C. 6A:15-1.67)~~

- 1. Students enrolled in a LIEP ~~bilingual, ESL, or English language services programs~~ shall have equal full access to educational opportunities, including full access to educational opportunities and services available to other students in the school district.
- 2. The school district shall provide MLs with linguistically and culturally responsive supportive services, such as academic counseling; tutoring; career guidance; and mental health counseling. Bilingual personnel who are trained in social-emotional learning and are familiar with and knowledgeable about the unique assets and needs of the MLs, including newcomers and SIFEs, and their parents, shall provide the services. ~~To the extent that it is administratively feasible, supportive services to ELLs, such as counseling, tutoring, and career guidance, should be provided by bilingual personnel who are familiar with and knowledgeable of the unique needs and background of the ELLs and their parents.~~



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FG. Professional Development – N.J.A.C. 6A:15-1.7 ~~In-service Training (N.J.A.C. 6A:15-1.8)~~

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

~~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.~~

GH. Certification of Staff ~~(N.J.A.C. 6A:15-1.89)~~

1. All teachers of bilingual classes shall hold a valid New Jersey instructional certificate with an endorsement for the appropriate



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grade level and/or content area and a standard certificate with a bilingual/bicultural education endorsement, pursuant to N.J.S.A. 18A:6-38 et seq., N.J.S.A. 18A:35-15 to 26, and N.J.A.C. 6A:9B-11.5, as well as an endorsement in bilingual education pursuant to N.J.S.A. 18A:6-38 et seq. and 18A:35-15 to 26.1.

2. Dual language immersion programs, for the purpose of meeting the LIEP requirements at N.J.S.A. 18A:35-18; N.J.A.C. 6A:15; Policy 2423; and this Regulation may be taught by one or more teaching staff members. In these dual language immersion programs, the following endorsements to an instructional certificate shall be fulfilled by one or more teaching staff members:
 - a. An endorsement for the appropriate grade level and/or academic content area being taught; and
 - b. An endorsement in bilingual/bicultural education or world languages.
 - (1) A teaching staff member of a language other than English has demonstrated linguistic competence in the language of their instruction, pursuant to N.J.A.C. 6A:9B-10.5 or 11.5(a)2.
 3. All teaching staff members of ESL classes shall hold a valid New Jersey instructional certificate with an ESL endorsement, in ESL pursuant to N.J.S.A. 18A:6-38 et seq. and N.J.A.C. 6A:9B-11.6-10.5.
 43. All teachers providing English Language Services shall hold a valid New Jersey instructional certificate.
- HI. Language Instruction Educational Program Placement, Bilingual, English as a Second Language, and English Language Services Program Enrollment, Assessment, Exit, and Re-entry (N.J.A.C. 6A:15-1.910)**
1. All MLs ELLs from Kindergarten through twelfth-grade twelve shall be enrolled in a LIEP the bilingual, ESL, or English language services education program established by the Board of Education in accordance with as prescribed in N.J.A.C. 6A:15-1.4(b) through



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(fe) and 1.5(a), C.2. through C.65. and D. above, and N.J.A.C. 6A:15-1.15(a) and N.1. below, and N.J.S.A. 18A:35-18 and N.J.S.A. 18A:35-22, P.L. 1995, c. 59 and c. 327.

2. Students identified as MLs enrolled in the bilingual, ESL, or English language services program shall be assessed annually using ELP assessments to measure the determine their progress toward in achieving English language proficiency and to determine readiness for exiting the LIEP program. Students who meet the criteria for Statewide alternate assessments, pursuant to N.J.A.C. 6A:14-4.10(a)2, shall be assessed annually using an alternate ELP assessment.
3. A ML ELLs enrolled in the LIEP bilingual, ESL, or English language services program shall be placed in a classroom(s) where the primary language of instruction is English when the ML has monolingual English program when they have demonstrated readiness to exit a LIEP bilingual, ESL, or ELS program first by achieving the through Department-established cut score criteria on an ELP or alternate ELP assessment, and a Department-established English language observation form. A first achieve the Department of Education-established English proficiency standard as measured by an ELP assessment. The student's readiness shall be further assessed by the use of a Department-established English language observation form that considers, at a minimum: classroom performance; the student's reading level in English; the observations judgment of the teaching staff members or members responsible for the educational program of the student; and performance on achievement tests in English.
 - a. Pursuant to C.F.R. §200.6(h)(4)(ii), a ML an ELL with a disability whose disability makes it impossible for the student to be assessed in a particular domain because there are no appropriate accommodations for assessing the student in that domain may be exited from ML ELL status based on the student meeting the Department-determined cut score student's score on the remaining domains in which the student was assessed.
4. When the review process for exiting a student from a LIEP has been completed, the district shall notify, by written



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communication, the student's parent of the placement determination. If the parent or a teaching staff member disagrees with the student's placement, the parent or teaching staff member may appeal the placement to the Commissioner of Education, pursuant to N.J.S.A. 18A:6-9 and N.J.A.C. 6A:3, after exhausting the school district's appeal process.

54. A parent may remove a student who is enrolled in a **LIEP** ~~bilingual education program~~ pursuant to provisions in N.J.S.A. 18A:35-22.1.
- a. A student who is identified as a ML and whose parent refuses placement in a LIEP shall still access and meet the academic expectations of the NJSLS. Pursuant to N.J.A.C. 6A:8, N.J.A.C. 6A:15-1.6, and E. above, the district shall ensure that students whose parents refuse placement are provided the appropriate instructional adaptations and appropriate assessment modifications and accommodations for Statewide assessments.
6. The district shall monitor, for a minimum of two years, the academic progress of students who are exited from a LIEP to ensure that the students are continually meeting or exceeding the NJSLS when the curriculum and instruction are delivered in English.
75. Newly exited students who are not **academically** progressing in classes where English is the primary language of instruction ~~the mainstream English program~~ may be considered for reentry to a **LIEP** ~~bilingual and ESL programs~~ as follows:
- a. After a minimum of one-half of an academic year and within two years of exit, **the teaching staff member delivering instruction in English** ~~the mainstream English classroom teacher~~ may recommend retesting with the approval of the Principal.
- b. A waiver of the minimum time limitation may be approved by the Executive County Superintendent upon request of the Superintendent if the student is experiencing extreme



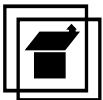
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difficulty in adjusting to **classes where English is the primary language of instruction** ~~the mainstream program.~~

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



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J. Graduation Requirements for **Multilingual Learners** – ~~English Language Learners~~ (N.J.A.C. 6A:15-1.11)

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

JK. Location ~~;~~ (N.J.A.C. 6A:15-1.11~~12~~)

1. **All Kindergarten through twelfth-grade LIEPs** ~~All bilingual, ESL, and English language services programs~~ shall be conducted within classrooms within the ~~regular school buildings of the school district~~ pursuant to N.J.S.A. 18A:35-20, **except under the following circumstances:**

- a. **A LIEP is conducted in another school district as part of a joint program, pursuant to N.J.A.C. 6A:15-1.13 and L. below; or**
- b. **A ML’s individualized learning opportunity, pursuant to N.J.A.C. 6A:8-5.1(a)2, occurs outside of the school district’s classrooms.**

KL. Notification ~~;~~ (N.J.A.C. 6A:15-1.12~~13~~)

1. The ~~school~~ district shall notify, **by written communication,** ~~mail~~ the parents of **a ML** ~~ELLs~~ of the fact that their child has been identified as eligible for enrollment in a **LIEP** ~~bilingual, ESL, or English language services education program.~~

- a. **The district shall issue the notification within thirty days of the start of the school year.** ~~the child’s identification.~~
- b. **For a student who enrolls after the beginning of the school year, the district shall issue the notification within fourteen calendar days of the student being placed in a LIEP.**

2. ~~Notice shall include a statement that the parents may decline their child’s enrollment in a bilingual program, and they shall be given an opportunity to do so if they choose.~~ The notice shall be in



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writing and in the language in which the parent(s) possesses a primary speaking ability, and in English, and shall include the following information:

- a. Why the student was identified as **a ML** ~~an ELL~~;
- b. Why the **school district determined the** student needs to be placed in a **LIEP** ~~language instructional educational program~~ that will help **the student** ~~them~~ develop and attain English proficiency and meet the NJSLS;
- c. The student's level of English **language** proficiency, how the level of English proficiency was assessed, and the student's **performance in** academic **content areas** level;
- d. The method of instruction the school district will use to serve the student, including a description of other instruction methods available and how those methods differ in content, instructional goals, and the use of English and a **primary** ~~native~~ language, if applicable;
- e. How the program will meet the student's specific needs in attaining English **language proficiency** and **meeting or exceeding the NJSLS** ~~State standards~~;
- f. The program's exit requirements, the expected **amount of time that the ML will need to successfully achieve in classrooms where the language of instruction is English,** ~~rate of transition into a classroom not tailored for ELLs~~ and, in the case of high school students, the expected rate of graduation; ~~and~~
- g. How the **LIEP** ~~instructional program~~ will meet the objectives of the individualized education program of a student with a disability; ~~-~~ **And**
- h. **A statement that the parent may decline the child's enrollment in a LIEP, and that the parent shall be given an opportunity to do so or to select a different type of LIEP service available at the child's school.**



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32. The school district shall send progress reports to parent(s) of students enrolled in a LIEP ~~bilingual, ESL, or English language services programs~~ in the same manner and frequency as progress reports are sent to parents of other students enrolled in the school district.
43. Progress reports shall be written in English and in the primary native language spoken by of the parent of students enrolled in the LIEP ~~bilingual and ESL program unless the school district can demonstrate and document in the three year plan required in N.J.A.C. 6A:15-1.6(a) that the requirement would place an unreasonable burden on the district.~~
54. The school district shall notify the parent when a student meets the exit criteria and is placed in a monolingual English program. The notice shall be in English and in the language in which the parent possesses a primary speaking ability.

LM. Joint Programs (N.J.A.C. 6A:15-1.1314)

1. With approval of the Executive County Superintendent on a case-by-case basis, the Board of Education ~~a school district~~ may join with another district Board to provide: ~~bilingual, ESL, or English language services programs.~~
- a. A LIEP; and
 - b. An individualized learning opportunity, pursuant to N.J.A.C. 6A:8-5.1(a)2, to a ML who chooses to utilize it to meet the 120-credit graduation requirement, in whole or in part.

MN. Parental and Family Engagement Involvement (N.J.A.C. 6A:15-1.1415)

1. The Superintendent or designee ~~district~~ shall provide for the maximum practicable engagement of the parent of MLs ~~involvement of parents of ELLs~~ in the development and review of program objectives and dissemination of information to and from the ~~district Boards of Education~~ and communities served by the



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LIEP bilingual, ESL, or English language services education programs.

a. This duty includes ensuring all information regarding a ML’s educational experience is available in the language in which the parent possesses a primary speaking ability, and in English. This information includes, but it not limited to: district- and school-level policies; invitational letters regarding school or district programs; information regarding student discipline policies and procedures; registration and enrollment; report cards; requests for parent permission for student participation in district or school activities; parent-teacher conferences; parent handbooks; and gifted and talented programs.

2. With the exception of a Board implementing an English language services or ESL program, each Board implementing a LIEP ~~If the district implements a bilingual education program, the district shall~~ establish a parent advisory committee on bilingual education of which the majority membership shall be parents of **MLs** ~~ELLs~~.

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

1. A school district that has twenty or more students eligible for the bilingual education program in Kindergarten through twelfth-grade may request annual approval from the Department to waive the requirement at N.J.A.C. 6A:15-1.4(d) and C.4. above and, instead, to establish an instructional program alternative if the school district is able to demonstrate that it would be impractical to provide a full-time bilingual program due to the age range, grade span, and/or geographic location of eligible students.

a. Instructional program alternatives that shall be established include, but are not limited to: the bilingual part-time program; the bilingual resource program; the bilingual tutorial program; the sheltered English instruction program; and the high-intensity ESL program.

b. All instructional program alternatives shall be designed to assist MLs to develop English language proficiency while



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learning the knowledge and skills for academic content areas to meet or exceed the NJSLs.

- c. Instructional program alternatives shall be developed in consultation with the Department based on student enrollment and achievement data.
- d. A Board of Education implementing instructional program alternatives annually shall submit to the Department student enrollment and achievement data that demonstrate the continued need for the programs.
- e. Instructional program alternatives shall be approved annually by the Department based on the Department's review of student enrollment and achievement data.

Issued: 14 October 2013
Revised: 15 August 2016
Revised: 22 May 2017
Revised: 13 February 2023
Revised: TBD



POLICY

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

2431.4 PREVENTION AND TREATMENT OF SPORTS-RELATED CONCUSSIONS
AND HEAD INJURIES (M)

M

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

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

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

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

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

School staff members supervising programs of athletic competition; licensed athletic trainers; nurses; and school/team physicians shall be trained on the possible signs or symptoms of a concussion. Any possible signs or symptoms of



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a concussion shall be reported by the student-athlete or an observer to the staff member supervising the program of athletic competition; athletic trainer; school/team physician; school nurse; and/or parent.

The school district will shall adopt an Interscholastic Head Injury Training Program athletic head injury safety training program. The program shall to be completed by the school/team physician, licensed athletic trainer, any individual who coaches, and other appropriate district personnel pursuant to N.J.S.A. 18A:40-41.2 in an athletic competition, an athletic trainer involved in any athletic competition, and the school nurse of schools with athletic programs. The training program shall be in accordance with guidance provided by the New Jersey Department of Education (NJDOE) and the requirements of N.J.S.A. 18A:40-41.2.

The school district shall annually distribute the NJDOE developed educational fact sheet regarding sports related concussions and other head injuries to all parents of students participating in any athletic competition or practice and shall obtain a signed acknowledgement of the receipt of the fact sheet by the student and their parent in accordance with N.J.S.A. 18A:40-41.2(e).

Pursuant to N.J.S.A. 18A:40-41.4, aA student-athlete who participates in a program of an athletic competition or practice and who sustains or is suspected of having sustained sustaining a concussion or other head injury while engaged in a program of athletic competition shall be immediately removed from the program of athletic competition or practice by the staff member supervising the program or athletic competition. A student-athlete who was removed from a program of athletic competition or practice shall not participate in further programs of athletic competition or practice until the student-athlete: they are is examined evaluated by a physician or other licensed healthcare provider trained in the evaluation and management of concussions; and receives written medical clearance from a physician trained in the evaluation and management of concussions to return to a program of athletic competition or practice; and progresses through the steps outlined in the CDC's Six-Step Return to Play Progression. The student-athlete's written medical clearance shall be reviewed and approved by the school physician, nurse or licensed athletic trainer. the student returns to regular school activities and is no longer experiencing symptoms of the injury when conducting those activities in accordance with N.J.S.A. 18A:40-41.4.

The return of a student to athletic competition or practice shall also be in accordance with the graduated, six-step "Return to Play Progression" recommendations and any subsequent changes or other updates to these



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~~recommendations as developed by the Centers for Disease Control and Prevention (CDC). The Board shall revise this Policy and Regulation 2431.4 whenever the CDC changes or otherwise updates the “Return to Play Progression” recommendations.~~

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

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

Some symptoms may require immediate medical treatment. Emergency medical responders (911) shall be called if the student-athlete is experiencing a deterioration of symptoms; loss of consciousness; direct neck pain associated with the injury; or any other symptom that may require immediate medical treatment. The district will provide temporary supports to a student-athlete that has sustained a concussion or other head injury.

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

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

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



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per person, per occurrence insuring the youth sports team organization against liability for any bodily injury suffered by a person and a statement of compliance with this Policy and Regulation 2431.4.

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

~~This Policy and Regulation 2431.4 shall be reviewed and approved by the school physician annually and updated as necessary to ensure it reflects the most current information available on the prevention, risk, and treatment of sports related concussions and other head injuries in accordance with N.J.S.A. 18A:40-41.3.~~

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

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

Adopted: 14 October 2013
Revised: 14 March 2022
Revised: TBD



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~~A concussion is a traumatic brain injury caused by a blow or motion to the head or body that disrupts the normal functioning of the brain and can cause significant and sustained neuropsychological impairments including, but not limited to, problem solving, planning, memory, and behavioral problems. Allowing a student to return to athletic competition or practice before recovering from a concussion increases the chance of a more serious brain injury. The following procedures shall be followed to implement N.J.S.A. 18A:40-41.1 et seq., the New Jersey Department of Education Model Policy and Guidance for Districts on the Prevention and Treatment of Sports-Related Head Injuries and Concussions, and Policy 2431.4.~~

~~"Healthcare provider" is defined as the student's treating physician, advanced practice nurse, or physician assistant (under the direction of supervising physician).~~

~~A. Athletic Head Injury Safety Training Program~~

~~-~~

~~1. The school district will adopt an athletic head injury safety training program.~~

~~2. The training program shall be completed by the school physician, any individual who coaches in an athletic competition, an athletic trainer involved in any athletic competition, and the school nurse.~~

~~3. This training program shall be in accordance with the guidance provided by the New Jersey Department of Education (NJDOE) and the requirements of N.J.S.A. 18A:40-41.2.~~

~~B. Prevention~~

~~1. The following steps may be taken to prevent concussions and head injuries and ensure the safety of student-athletes:~~

~~a. Limit the number of stunts during cheerleading practice.~~



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- (1) When stunting is performed, spotters shall be used and the surface shall be soft and in good condition; and
 - (2) Safe stunting techniques shall be taught and student-athletes shall not be permitted to attempt new or difficult stunts without proper instruction and a coach on hand.
- b. Ensure student-athletes have appropriate supervision during practices and a designated safe practice facility in good condition for the activity.
 - c. Ensure the use of appropriate fitted and maintained safety equipment.
 - d. Ensure student-athletes avoid unsafe actions such as:
 - (1) Hitting another student-athlete in the head;
 - (2) Using their head to contact another student-athlete;
 - (3) Making illegal contacts; and
 - (4) Trying to injure or put another student-athlete at risk for injury.
 - e. Limit the amount of contact during practices. This may include:
 - (1) Limiting the amount of practice time that includes scrimmages or full-speed drills.
 - f. Teach student-athletes proper techniques and ways to avoid hits to the head.
 - g. Keep a close eye on student-athletes in positions that are at increased risk for concussion to help spot a potential concussion.



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~~The school district may require pre-season baseline testing of students before the student begins participation in athletic competition or practice. The baseline testing program shall be reviewed and approved by the school physician trained in the evaluation and management of sports-related concussions and other head injuries.~~

~~2. The Principal or designee will review educational information for students participating in athletic competition or practice on the prevention of concussions.~~

~~3. All school staff members, students participating in athletic competition or practice, and parents of students participating in athletic competition or practice shall be annually informed through the distribution of the NJDOE Concussion and Head Injury Fact Sheet and Parent/Guardian Acknowledgement Form and other communications from the Principal and coaches on the importance of early identification and treatment of concussions to improve recovery.~~

BC. Possible Signs or Symptoms of Concussion or Other Head Injury

1. Some mild traumatic brain injuries and concussion symptoms may appear right away, while others may not appear for hours or days after the injury. These symptoms Possible signs of concussions may be observed by coaches, licensed athletic trainers, school/team or team physicians, school nurses, teachers, parents, or a teammate other school staff members. Below are a few examples of possible signs and symptoms of a concussion may be, but are not limited to:

- a. The student-athlete grabs or holds head after a play or hit - "Hands to Head";
- b. The student-athlete appears to be "shaking it off";
- c. The student-athlete appears dazed or "foggy";
- d. The student-athlete forgets plays or demonstrates short term memory difficulty;



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- e. The student-athlete cannot recall injury or events just before or just after the injury;
 - f. The student-athlete answers questions slowly or inaccurately;
 - g. The student-athlete has a headache;
 - h. The student-athlete is nauseous or is vomiting;
 - i. The student-athlete is experiencing balance problems or dizziness;
 - j. The student-athlete is experiencing double vision or changes in vision;
 - k. The student-athlete is experiencing sensitivity to light or sound/noise;
 - l. The student-athlete is feeling sluggish or foggy;
 - m. The student-athlete is having difficulty with concentration and short-term memory;
 - n. The student-athlete is experiencing sleep disturbance; and
 - o. The student-athlete is experiencing irritability and/or mood changes.
2. Any possible signs or symptoms of a concussion shall be reported by the student-athlete participating in a program of athletic competition to the coach(es), athletic trainer, school or team physician, school nurse, and/or parent.
- a. ~~Appearing dazed, stunned, or disoriented;~~
 -
 - b. ~~Forgetting plays or demonstrating short term memory difficulty;~~
 -
 - e. ~~Exhibiting difficulties with balance or coordination;~~
 -
 - d. ~~Answering questions slowly or inaccurately; and/or~~



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

C. Treatment

1. Pursuant to N.J.S.A. 18A:40-41.4, a student-athlete who participates in a program of athletic competition and who sustains or is suspected of having sustained a concussion or other head injury while engaged in a program of athletic competition shall be immediately removed from the program of athletic competition by the staff member supervising the program of athletic competition.
2. The staff member supervising the student-athlete during the program of athletic competition shall immediately contact the school physician, athletic trainer, or school nurse to examine the student-athlete.
3. Emergency medical responders (911) shall be called if the student-athlete is experiencing a deterioration of symptoms, loss of



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consciousness, or direct neck pain associated with the injury pursuant to D. below.

4. A student-athlete who is removed from a program of athletic competition shall not participate in further programs of athletic competition until:

a. The student-athlete is evaluated by a physician or other licensed healthcare provider trained in the evaluation and management of concussions and receives written clearance from a physician trained in the evaluation and management of concussions to return to the program of athletic competition; and

(1) The student-athlete's written medical clearance from a physician must indicate a medical examination has determined:

(a) The student-athlete's injury was not a concussion or other head injury, the student-athlete is asymptomatic at rest, and the student-athlete may return to regular school activities and is no longer experiencing symptoms of the injury while conducting those activities; or

(b) The student-athlete's injury was a concussion or other head injury and the student-athlete's physician will monitor the student-athlete to determine when the student-athlete is asymptomatic at rest and when the student-athlete may return to regular school activities and is no longer experiencing symptoms of the injury while conducting those activities.

(2) The student-athlete's written medical clearance shall be reviewed and approved by the school physician.

(3) A student-athlete who has suffered a concussion or other head injury may not begin the CDC's Six-Step



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Return to Play Progression as outlined in E. below until the student-athlete receives a medical examination and provides the required written medical clearance to the Principal or designee.

(4) A written medical clearance not in compliance with the provisions of C.4.a. above will not be accepted.

b. A student-athlete who has suffered a concussion or other head injury returns to regular school activities without the need for additional support and is no longer experiencing symptoms of the injury when conducting those activities.

(1) If school is in session, a student-athlete who has suffered a concussion or other head injury must return to regular school activities without symptoms or need for additional support before returning to a program of athletic competition as part of the CDC's Six-Step Return to Play Progression.

(2) If school is not in session, a student-athlete who has suffered a concussion or other head injury must return to their normal daily activities without symptoms as part of the CDC's Six-Step Return to Play Progression.

D. Symptoms Requiring Immediate Medical Assessment (911/Emergency Evaluation)

1. The following symptoms requiring immediate medical assessment include, but are not limited to:

a. The student-athlete loses consciousness;

b. The student-athlete has a headache that gets worse and does not go away;

c. The student-athlete is experiencing weakness, numbness, decreased coordination, convulsions, or seizure;



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



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b. Step 2: Light Aerobic Activity

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

c. Step 3: Moderate Activity

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

d. Step 4: Heavy, Non-Contact Activity

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

e. Step 5: Practice & Full Contact

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

f. Step 6: Competition

The student-athlete may return to competition.

3. It is important for a student-athlete's parent(s), coach(es), and teachers to watch for concussion symptoms after each day's Six-Step Return to Play Progression activity.

4. A student-athlete should only move to the next step if they do not exhibit any new symptoms at the current step.



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5. If a student-athlete's symptoms return or if they develop new symptoms, this could be a sign the student-athlete is overexerting. The student-athlete shall stop these activities and the student-athlete's medical provider shall be contacted. After more rest and no concussion symptoms, the student-athlete can start at the previous step.

F. Temporary Supports for Student-Athletes with Sports-Related Head Injuries or Concussions

1. Initial rest followed by a gradual return to activity during healing is recommended. Accordingly, consideration of the cognitive effects in returning to the classroom is also an important part of the treatment of sports-related concussions and head injuries.

2. Mental exertion increases the symptoms from concussions and affects recovery. To recover, cognitive rest is just as important as physical rest. Reading, studying, computer usage, texting, even watching movies if a student-athlete is sensitive to light/sound, can slow a student-athlete's recovery. Managing the symptoms through a balance of rest and activity is the key to recovery.

a. The district will provide support for student-athletes diagnosed with a concussion.

b. The student-athlete's health care provider will handle short-term medical accommodations.

3. Collaboration between the student-athlete's health care provider and the school may be necessary. If accommodations are needed for an extended time, the district may want to consider implementing accommodations via a formalized 504 plan.

4. The Principal or designee may address the student-athlete's cognitive needs in the following ways:

a. Limit the student-athlete's screen time;

b. Have the student-athlete take rest breaks as needed;

c. Have the student-athlete spend fewer hours at school;



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

G. Education

1. The CDC offers tips for health professionals and educators on their website. Interscholastic Head Injury Training Programs are available via the CDC website or the National Federation of State High School Associations.



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2. This training shall be completed by the school/team physician, licensed athletic trainer, school nurses, coaches, and other relevant school personnel.

H. Other Considerations

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

I. Interscholastic Head Injury Training Program

1. The district will adopt an Interscholastic Head Injury Training Program to be completed by the school/team physician, licensed athletic trainer, coaches, and other appropriate district personnel pursuant to N.J.S.A. 18A:40-41.2. The training program shall include:
 - a. The recognition of the signs of head and neck injuries, concussions, and second impact syndrome; and
 - (1) Pursuant to N.J.S.A. 18A:40-41.1.d., if a student-athlete sustains a second concussion while still having symptoms of a previous concussion, it can lead to the severe impairment and even the death of the student-athlete, and is referred to as second-impact syndrome.



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- b. The CDC’s Six-Step Return to Play Progression or any subsequent changes or other updates developed by the CDC.

J. “Return to Play Progressions” vs. “Therapeutic Progressions”

- 1. In many cases, after the initial rest period, concussed individuals may be encouraged to resume limited activities, including light physical and cognitive activities, even in the presence of some continued symptoms. This may be referred to as "therapeutic progressions," and while some of the activities may overlap with the CDC’s Six-Step Return to Play Progression, it is different in the goals and intent from "return to play."

- a. “Return to play” progressions are intended to test the concussed individual's readiness to perform the activity correctly, and to do so with no symptoms.

- b. “Therapeutic” progressions are intended to help the individual recover and to help them improve their performance and tolerance to those activities. This may take several days, or longer, at any given step.

- c. “Therapeutic progressions” should be recommended and supervised by a health care provider familiar with the evaluation and management of concussions, and monitored by a team including the student-athlete, parents, health care provider, and school personnel. Adjustments to the program should be in response to the student-athlete's overall symptom load and progress. It should be remembered that student-athletes may progress at different rates for various aspects of their injury, such as tolerating light to moderate aerobic activity before tolerating being in the classroom, or tolerating schoolwork done at home before tolerating the classroom and school environment. Of note, progressions in one aspect of the treatment plan can have a positive effect on other areas as the brain is returning to a more typical overall level of function. A successful treatment plan is one that can adapt appropriately for each student-athlete.



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K. Educating the Community on the District Sports-Related Concussions and Head Injuries Policy

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

~~D. Medical Attention for a Student Suspected of a Concussion or Other Head Injury~~

- ~~1. A student who participates in athletic competition or practice and who sustains or is suspected of having sustained a concussion or other head injury while engaged in an athletic competition or practice shall be immediately removed from athletic competition or practice.~~
 - ~~a. A staff member supervising the student during the athletic competition or practice shall immediately contact the school physician, athletic trainer, or school nurse to examine the student.~~
 - ~~(1) The school physician, athletic trainer, or school nurse shall determine if the student has sustained or may have sustained a concussion or other head injury. The school physician, athletic trainer, or~~



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~~school nurse shall determine if emergency medical responders shall be called to athletic competition or practice.~~

~~(2) In the event the school physician, athletic trainer, or school nurse determine the student did not sustain a concussion or other head injury, the student shall not be permitted to participate in any further athletic competition or practice until written medical clearance is provided in accordance with E. below.~~

~~2. The staff member supervising a student who has been removed from athletic competition or practice in accordance with D.1. above or another staff member shall contact the student's parent and the Principal or designee as soon as possible after the student has been removed from the athletic competition or practice.~~

~~a. A parent shall monitor their student for symptoms of a concussion or other head injury upon receiving such notification.~~

~~E. Medical Examination and Written Medical Clearance~~

~~1. A student who was removed from athletic competition or practice in accordance with D.1. shall not participate in further athletic competition or practice until:~~

~~a. The student is examined by healthcare provider trained in the evaluation and management of concussions;~~

~~b. The student receives written medical clearance from a healthcare provider trained in the evaluation and management of concussions to return to competition or practice; and~~

~~c. The student returns to regular school activities and is no longer experiencing symptoms of the injury while conducting those activities.~~

~~2. The student's written medical clearance from a healthcare provider must indicate a medical examination has determined:~~



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a. ~~The student's injury was not a concussion or other head injury, the student is asymptomatic at rest, and the student may return to regular school activities and is no longer experiencing symptoms of the injury while conducting those activities; or~~

b. ~~The student's injury was a concussion or other head injury and the student's healthcare provider will monitor the student to determine when the student is asymptomatic at rest and when the student may return to regular school activities and is no longer experiencing symptoms of the injury while conducting those activities.~~

3. ~~The student's written medical clearance must be reviewed and approved by the school nurse or athletic trainer.~~

4. ~~The student may not begin the graduated return to athletic competition and practice protocol in F. below until the student receives a medical examination and provides the required written medical clearance from a healthcare provider.~~

5. ~~A written medical clearance not in compliance with the provisions of E. will not be accepted.~~

F. ~~Graduated Return to Athletic Competition and Practice Protocol~~

1. ~~The return of a student to athletic competition and practice shall be in accordance with the graduated, six-step "Return to Play Progression" recommendations and any subsequent changes or updates to those recommendations as developed by the Centers for Disease Control and Prevention.~~

a. ~~Back to Regular Activities (Such as School)~~

~~The student is back to their regular activities (such as school) and has the green light from the student's healthcare provider to begin the return to play process. A student's return to regular activities involves a stepwise process. It starts with a few days of rest (two-three days) and is followed by light activity (such as short walks) and~~



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~~moderate activity (such as riding a stationary bike) that do not worsen symptoms.~~

~~b. Light Aerobic Activity~~

~~Begin with light aerobic exercise only to increase the student's heart rate. This means about five to ten minutes on an exercise bike, walking, or light jogging. No weight lifting at this point.~~

~~c. Moderate Activity~~

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

~~d. Heavy, Non-Contact Activity~~

~~Add heavy non contact physical activity, such as sprinting/running, high intensity stationary biking, regular weightlifting routine, and/or non contact sport specific drills (in three planes of movement).~~

~~e. Practice and Full Contact~~

~~The student may return to practice and full contact (if appropriate for the athletic competition) in controlled practice.~~

~~f. Athletic Competition~~

~~The student may return to athletic competition or practice.~~

- ~~2. It is important for a student's parent(s) and coach(es) to watch for concussion symptoms after each day's "Return to Play Progression" activity. A student should only move to the next step if they do not have any new symptoms at the current step.~~



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- ~~3. If a student's symptoms return or if they develop new symptoms, this is a sign that a student is pushing too hard. The student should stop these activities and the student's health care provider should be contacted. After more rest and no concussion symptoms, a student can start at the previous step if approved by the student's healthcare provider and provides written medical clearance to the school nurse or athletic trainer.~~
- ~~G. Temporary Accommodations for Student's Participating in Athletic Competition with Sports-Related Head Injuries~~
 - ~~1. The concussed brain is affected in many functional aspects as a result of the injury. Memory, attention span, concentration, and speed of processing significantly impact learning. Further, exposing the concussed student to the stimulating school environment may delay the resolution of symptoms needed for recovery. Accordingly, consideration of the cognitive effects in returning to the classroom is also an important part of the treatment of sports-related concussions and head injuries.~~
 - ~~2. To recover, cognitive rest is just as important as physical rest. Reading, studying, computer usage, texting, and watching movies if a student is sensitive to light/sound can slow a student's recovery. The Principal or designee may look to address the student's cognitive needs as described below. Students who return to school after a concussion may need to:~~
 - ~~a. Take rest breaks as needed;~~
 - ~~b. Spend fewer hours at school;~~
 - ~~c. Be given more time to take tests or complete assignments (all courses should be considered);~~
 - ~~d. Receive help with schoolwork;~~
 - ~~e. Reduce time spent on the computer, reading, and writing; and/or~~



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AND HEAD INJURIES (M)

f. ~~Be granted early dismissal from class to avoid crowded hallways.~~

Adopted: 14 October 2013

Revised: 14 March 2022

Revised: 20 March 2023

Revised: **TBD**



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R 2624 GRADING SYSTEM

A. Purpose of Assessment

1. ~~The purpose of assessment is to~~ Assist students in the process of learning; all assessment systems will be subject to continual review and revision to that end.
2. ~~Assessment reports~~ Acknowledge a student's demonstrated proficiency in the New Jersey Student Learning Standards and ~~locally established~~ district approved curricular learning goals and objectives; ~~with thorough preparation and performance on tests, and assessments, projects, and labs.~~ with
3. Provide non-assessment value opportunities for students to engage in and demonstrate productive habits and learning behaviors such as:
 - a. Active participation in and attention to daily lessons,
 - b. Frequent contribution to discussions,
 - c. Prompt, thorough, accurate, and neat preparation of assignments,
 - de. Display of an eagerness to learn and an inquisitive approach to lessons,
 - ef. Attention to the need for proper materials,
 - fg. Cooperation with the teacher's efforts, and
 - gh. Willingness to work to the best of their his/her ability ~~and to do more than the minimum expected.~~
4. Guide instructional decisions to support learning sequencing, timing, and support.

B. Assessment/Grading



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1. Each student must be informed of the behavior and achievements expected of ~~them~~ at the outset of each course of study, ~~or unit of study~~. ~~In grades 9-12, these expectations will be included in a course syllabus.~~
 2. Each student must be kept informed of ~~their his/her~~ progress during the course ~~of a unit of study~~ through ~~the~~ Student Management System (i.e. Genesis). ~~Students who so request are entitled to see the grades resulting from their performance during the grading period.~~ Graded assignments will be entered in the Student Management System (i.e. Genesis) within a time frame that reasonably allows students to use feedback to improve demonstration of learning growth including individual comment, when appropriate.
 3. Each method of assessment/grading shall be appropriate to the course of study, the maturity, ~~and~~ abilities, ~~and~~ learning preferences of the students, and reflect ~~consistency~~ ~~uniformity~~ across grades and subjects.
 4. Students should be encouraged to evaluate their own achievements through regular reflection, self-assessment and goal monitoring. Students should also be encouraged to seek peer-review and/or engage in collaborative reflection as appropriate.
 5. The process of review ~~of graded assignments~~ ~~and revision~~ will involve teaching staff members, students, ~~parent(s) or legal guardian(s)~~, and, as appropriate, ~~parents~~ students.
 6. When appropriate, a process for the submission of revisions will be afforded to students in order to foster a culture that learning is a process.
- C. Assessment/Grading Periods
1. Grades will be awarded at the end of four marking periods in each school year for grades five through twelve.
 2. Students and parents will have ongoing access to student achievement records through ~~Genesis~~ ~~the online student information system~~.
 3. ~~Beginning in 2011-2012, s~~Students in grades six through twelve will ~~earn~~ ~~be given~~ a final grade in each subject at the end of the school year ~~based on the accumulation of achievement through the year~~.



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D. Basis for Assessment/Grading

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

1. Completion of assessments, papers, projects, or other formal assessments. The criteria of evaluation will accompany formal assessments, such as a rubric. Formal assessments will be connected to application of content and skills and cover a variety of depth of knowledge levels. written assignments prepared in the classroom or elsewhere;
2. Non-assessment values, such as participation and homework, may only be included in the assignment of a grade if there are specific criteria provided to the student as to the evaluation of these items at the onset of the class. Oral contributions in class, including discussion responses, observations, panel participation, presentations, initiation of topics;
 -
 - 3. — Performance on oral and written tests and quizzes;
 -
 - 4. — Research into standard references and other background materials;
 -
 - 5. — Oral and written reports on materials read by the student;
 -
 - 6. — Laboratory work;
 -
 - 7. — Term papers;
 -
 - 8. — Special oral or written reports;
 -
 - 9. — Other evidences of the student's constructive efforts and achievements in learning; and
 -
 - 10. — For each marking period and the final grade, the student's attendance record, in accordance with Board Policy.

E. Meaning of Grades 7-12



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1. The following **describes** grades **that can be earned** ~~will be given~~ in each ~~academic~~ subject at the end of each marking period in grades seven through twelve ~~beginning in 2012-2013~~:
 - a. A grade of A indicates superior **academic** performance. It may be **earned by** ~~given to~~ a student whose achievement **exceeds course expectations** ~~is significantly above grade level~~; whose work achieves a quality and quantity that consistently excels; and who demonstrates a high degree of initiative, application, and purpose.
 - b. A grade of B indicates above average **academic** performance. It **may be earned by** ~~should be given to~~ a student whose achievement **consistently meets course expectations** ~~is above grade level~~; whose work frequently excels; and who generally demonstrates strength in the subject.
 - c. A grade of C indicates average **academic** performance. It **may be earned by** ~~should be given to~~ a student whose achievement **meets course expectations** ~~in most areas of the subject are average~~; whose work is acceptable; and who demonstrates a satisfactory degree of proficiency.
 - d. A grade of D indicates below average **academic** performance. It **may be earned by** ~~should be given to~~ a student whose achievement **partially meets course expectations** ~~in the subject is barely passing~~; whose work is the minimum acceptable for credit; and who demonstrates only weak proficiencies in the subject.
 - e. A grade of F indicates a failure to meet course expectations ~~failing performance~~ and that no credit can be **awarded** ~~given~~ for the subject. It **may be earned by** ~~should be given to~~ a student who has not met the minimum requirements of the course; who has demonstrated an inability ~~or unwillingness~~ to master the basic elements of the course; ~~or who has failed to meet the minimum attendance standards necessary to pass a course of study.~~
 - f. Letter grades may be modified by plus or minus signs.
2. The following grading scales and indicators shall be used:



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Grades 5 - 8

97-100 = A+
 93-96 = A
 90-92 = A-

87-89 = B+
 83-86 = B
 80-82 = B-

77-79 = C+
 73-76 = C
 70-72 = C-

67-69 = D+
 63-66 = D
 60-62 = D-

0-59 = F

I = Incomplete

WP = ~~Withdraw~~ **Withdraw** Passing

WF = ~~Withdraw~~ **Withdraw** Failing

~~DR~~ = Drop

AU = Audit

~~ME EX~~ = **Medical** Excused **(PE Only)**

P = Pass

EE = Exam Exempt

High School

97-100 = A+
 93-96 = A
 90-92 = A-

87-89 = B+
 83-86 = B
 80-82 = B-

77-79 = C+
 73-76 = C
 70-72 = C-

67-69 = D+
 63-66 = D



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60-62 = D-

50-59 = F no credit

49 and below = no credit, cannot attend summer school

I = Incomplete

WP = ~~Withdraw~~ **Withdraw** Passing

WF = ~~Withdraw~~ **Withdraw** Failing

AU = Audit

ME ~~EX~~ = ~~PE~~ Medical Excused (**PE Only**)

P = **Pass**

FE ~~EE~~ = **Final Exempt** ~~Exam Excused~~

3. A grade of “Incomplete” will be given to those students unable to complete the work assigned to the course for reasons beyond the student's control, such as illness, or at the discretion of the teacher where such circumstances exist that hinder a teacher's ability to accurately report progress based on the present information.
 - a. A teacher who submits a grade of incomplete will accompany the grade with a reasonable estimate of the amount of time the student will require to complete the work necessary for the granting of credit.
 - b. Except as may be required by unusual circumstances, make up work should be completed within two weeks of the end of the marking period or, if the student is disabled at the end of the marking period, two weeks after the student's return to school.
 - c. The student's completed work will be graded and the teacher will submit a grade, which will replace the incomplete grade on the student's transcript.
 - d. A student who does not complete the work within the period allowed will receive the earned grade in the subject **based on the work completed.**



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4. **In grades 9-12,** ~~a~~A grade of “Withdrawal” will be given to each student who withdraws from a course of study after fifteen school days.
 - a. A grade of “~~withdrawal-passing~~” (WP) will be given to each student **whose accumulated achievement grade was passing but the student withdrew after the drop deadline** ~~who withdrew after having demonstrated satisfactory achievement and attendance in the course.~~
 - b. A grade of “~~withdrawal-failing~~” (WF) will be given to each student **whose accumulated achievement grade was failing but the student withdrew after the drop deadline** ~~who withdrew after having demonstrated unsatisfactory achievement and/or poor attendance in the course or who was removed from the course by administrative action.~~
5. A grade of “**medical** excused” (ME) will be given to each student in a physical education class who was excused for good cause from participation in certain aspects of the course requirements **as supported by medical documentation.**
6. Final Assessments

Students at the high school will take a final assessment in all full year courses. ~~Final assessments will also be given in all~~ **and** semester courses.

The assessments will measure the degree to which students **demonstrate** ~~achieve~~ **achievement of** course objectives and will be counted as the equivalent of one half marking period in the determination of the semester and final grade average.

Students who request to be excused from school at the end of the year before assessments begin must receive the written approval of the Principal. The number of school days missed by the student must not exceed the total number of cumulative absences provided in the attendance policy, and the student must be willing to take make-up assessments during the summer prior to the opening of school the following year. All students must be prepared to take all assessments unless excused. Failure to take assessments will result in Administrative failure and a grade of zero, which results in no credit being granted for the course. Students may repeat the course in summer school or during the following school year.



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Students will be permitted to make-up assessments on the designated makeup day or during the summer only under the following stipulations:

- a. Personal illness or recovery from an accident, which is verified by a doctor's note.
- b. Death in the immediate family.
- c. Suspension from school.
- d. Subpoena - court ordered appearance.
- e. Other absences authorized by the Principal with prior written approval.

7. ~~Senior Assessment~~ Exemption Policy **and Final Assessment**

~~Seniors~~ **Students** who achieve a year-long average of **90 will** ~~91.5 may~~ be exempt from the final assessment for the subject in which the average was attained. However, those **students** ~~seniors may~~ have the option to take the final assessment even though they may have exemption status **if they so choose**.

Advanced Placement seniors who achieve **yearlong** an average of **90 and have taken the AP exam will** ~~91.5 in the first, second and third marking periods may~~ be exempt from the final assessment for the subject in which the average was attained. However, those **students will** ~~seniors may~~ have the option to take the final assessment even though they may have exemption status.

8. ~~Final Assessment~~

Final assessment is the term used to describe **the evaluation of course and state core proficiencies in** semester and year-end course evaluations.

- a. ~~The final assessment will evaluate course and State core proficiencies. (Not every course proficiency specified must be included in the final assessment; however, all State core proficiencies must be included in the final assessment.)~~



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- ab. Final assessments will follow one of the following formats:
- (1) Application based project/assessment administered prior to the final exam schedule at the conclusion of the year. In this instance students are required to attend the final exam period where the teacher will provide individual feedback and gather student feedback on the course.
 - (2) Traditional final assessment in the form of a large format assessment (multiple choice, short answer, essay) administered during the final exam period. In this instance the teacher must have a plan to provide individual feedback (including this assessment to students) and to gather feedback on the course.
- b. Final assessments will include the core proficiencies in the identical format mutually agreed upon by grade level teachers and department supervisors.
- Additional assessment items will be the same in format but may differ in content as agreed upon by grade level teachers and department supervisors.
- c. Each final assessment will be approved by the department supervisor prior to its administration.
 - d. Special education students' final assessments may be modified will be based on their IEP's.
 - e. Appeals on grades for final assessments will be handled through the regular chain of command, i.e., teacher, supervisor, administrator, Superintendent, Board. Grades will not be changed without consulting the teacher.
 - f. The value of the final assessments will represent 1/9 of the final grade average except if a ~~senior~~ student is exempt from examinations. An example of a final grade average as calculated by our computer program will be:

1st marking period $90 \times 2 = 180$



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2nd marking period	$80 \times 2 = 160$
3rd marking period	$70 \times 2 = 140$
4th marking period	$85 \times 2 = 170$
Final Exam	$75 \times 1 = 75$
	$725 \div 9 = 80.5 = 81$

Exemptions will be reflected in the denominator when the final averages are calculated. For instance, if a senior student is exempt from the final, the sum of the marking periods will be divisible by 8.

F. Additional Grading Considerations ~~Advanced Placement Courses~~

1. Retakes and supplemental credit may be permitted by the teacher and in accordance with departmental procedure in order to allow any student to demonstrate proficiency and growth based on course goals, or standards. Teachers shall set criteria for earning this opportunity. ~~Final Assessments for all A.P. courses may be administered in the third and fourth week of May, following the A.P. examinations.~~
2. Extra credit for the sole purpose of additional points for a reason not connected to course goals is not permitted. Supplemental credit connected to learning proficiency is described above. ~~Senior students may be eligible for final exam exemption. They must achieve an average grade of 91.5 in the first, second and third marking periods to be exempt from the final exam in the A.P. subject in which the average was attained. However, those students may have the option to take the final exam even though they may have attained exemption status.~~
-
3. ~~Exempt students will use those exam periods for independent enrichment (see 5 below).~~
-
4. ~~The value of the final assessment will represent 1/9 of the final grade average except if the student is exempt from the final exam. In this case, each of the four marking periods are averaged together to compute the final average for the course.~~
-
5. ~~Teachers in the A.P. program recognize that an exciting opportunity for individual enrichment is available for students after AP exams are complete. Teachers will determine, on an individual basis, how to best~~



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~~utilize the weeks between the final exam and the end of the academic year. It is understood that all classroom assessments (tests, quizzes, projects, papers, etc.) done at this time will be counted as part of the fourth marking period grade.~~

G. Grade Validation

In order that **they** ~~he/she~~ may justify a grade, each teacher is directed to retain in **their** ~~his/her~~ possession and give a copy to the Principal the following records to validate grades awarded to students. The records should be kept for a minimum of six years after the end of the school year in which the grades were awarded. **These records will be maintained in the Student Management System (i.e. Genesis).**

1. The daily attendance and tardiness record;
2. All grades earned for classroom activities such as quizzes, tests, reports, and class recitations;
3. All grades earned for activities conducted elsewhere, such as homework assignments and term papers;
4. Any notation regarding the meaning of each grade and its relation to the type of activity or material covered;
5. Any notation of discussions with the student on a grade or the student's cumulative grade average;
6. Any referrals for guidance, discipline, and the like; and
7. Any notations recording communications between the teacher and the parent(s) or legal guardian(s), the Principal, or other teaching staff members.

FH. Appeal

1. Each teacher is responsible for the determination of the grade a student **earned** ~~receives~~ **for non-assessment values** ~~participation~~ in the teacher's course of study **in accordance with D.2.**



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2. Each teacher may be required to furnish **data** reasons, supported by evidence (see Paragraph E above) to substantiate any grade earned **as outlined in course syllabus**.
3. If a grade is challenged by a student or a parent(s) or legal guardian(s), the teacher will convene a conference and will explain the grading system and the reasons for the final grade.
4. If the parent(s) or legal guardian(s) or student is not satisfied by the teacher's explanations, he/she may appeal the grade through the regular chain of command (i.e., teacher, supervisor, administrator, Superintendent; ~~Board~~) who will consult with the teacher and the student in an attempt to resolve the dispute. The administration will give every reasonable deference to the teacher's professional judgment.
5. If the Principal determines that the grade should be changed, he/she will alter the grade on all records and indicate by whose authority the grade has been changed.
6. No reprisals will be taken in any form against a teacher who remains determined in **their** ~~his/her~~ belief that the grade originally given is fair and correct.
7. The Superintendent may hear an appeal from the Principal's determination. Only in the most extraordinary circumstances will the Superintendent alter a grade determined at the school building level.

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Revised: **TBD**



POLICY

ROXBURY TOWNSHIP
BOARD OF EDUCATION

Teaching Staff Members
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CODE OF ETHICS

3211 CODE OF ETHICS

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

Preamble

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

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

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

Principle I -- Commitment to the Student

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

In fulfillment of the obligation to the student, the educator--

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.



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

Principle II -- Commitment to the Profession

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

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

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

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.



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

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

Adopted: 14 October 2013

Revised: **TBD**



REGULATION

ROXBURY TOWNSHIP BOARD OF EDUCATION

STUDENTS
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REPORTING STUDENT PROGRESS (M)

R 5420 REPORTING STUDENT PROGRESS (M)

M

A. Purpose

The purpose of reporting the educational progress of students is to:

1. Encourage open dialogue between the school and home regarding learning growth, and outcomes; ~~Inform parent(s) or legal guardian(s) of the progress children have made in school;~~
2. Apprise students of their progress in school;
3. ~~Prompt teachers to make~~ Support the use of periodic, formal assessments of each student’s progress;
4. Provide a cumulative record of a student’s progress through the educational system; and
5. Enable each student to gain a positive sense of their ~~his/her~~ intellectual, social, emotional, and physical abilities, work habits, and growth toward effective citizenship.

B. Frequency

1. Report cards will be issued at the following intervals:

Grade levels	Frequency
--------------	-----------

Kindergarten – Grade 4	Three times	Twice per year
Grades 5-12	Four times	per year

2. The schedule of dates on which report cards will be issued will be published in the parent and student handbooks distributed by each school so that parents or legal guardians can anticipate when ~~the receipt of a~~ report cards will be available on Genesis.
3. Parent(s) ~~or legal guardian(s)~~ and students will be notified in writing via email or via phone call of the possibility of a failing grade at the mid point



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of the marking period or in the event of a significant decrease in performance after the midpoint of the marking period.

4. Parent(s) or legal guardian(s) and students will be notified in writing of the possibility of a student's retention at grade level in accordance with Policy No. 5410 as soon as the possibility becomes known by the teacher and/or principal.
5. ~~Notices given pursuant to B2 and B3 will be sent home with the student in grades Kindergarten through twelve and will be mailed to the parent(s) or legal guardian(s) in grade twelve for the last marking period.~~
56. Teachers are encouraged to engage in ~~Nothing in this regulation should discourage teachers from implementing~~ various forms of communication, including, but not limited to telephone calls, emails, or comments/grades on Genesis, as frequently as the circumstances dictate, to keep parent(s) and students or legal guardian(s) informed of the educational progress of their children.

C. Report Card Form

1. The form of report cards will be periodically reviewed by the Assistant Superintendent in consultation with administration and teachers in order to ensure that report cards effectively and accurately report student progress.
2. Grades will be determined in accordance with Regulation No. 2624.
3. At the elementary level (K-4), report cards will report individual academic, personal, and social growth as well as work and study habits. This will include specific content reporting connected to the achievement of end of course standards.
 - a. ~~The Kindergarten report card will stress the degree of mastery of skill achieved.~~
 - b. ~~The primary grades Kindergarten through three report card will record a specific symbol for both effort and degree of mastery of specific skills.~~



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REPORTING STUDENT PROGRESS (M)

- ~~e. The intermediate grades four through six report card will record both effort and degree of mastery of specific skills and will include the instructional level achieved by the student in reading, spelling, and mathematics.~~
 - 4. At the middle school (5-8) and high school levels (9-12), report cards will record student academic achievement in academic subjects, as well as the student's personal growth and development. This will be communicated through optional narrative comments and mastery progress indicators as well as a letter grade.
 - 5. Report cards at all levels will record the student's absences and tardiness.
 - ~~6. Report card forms will include space for the classroom or homeroom teacher's personal comments on the student's personal growth and development.~~
 - ~~7. Report card forms will include space for the parent(s) or legal guardian(s) signature, comments, and request for a conference with the teacher.~~
- D. Distribution and Return
- 1. Report cards will be made available according to the district schedule in Genesis sent home with students.
 - ~~a. The report card of a student who is absent on the day report cards are issued may be held and sent home with the student on the following school day.~~
 - ~~b. The report card of a student who is absent for an extended period of time will be mailed to the parent(s) or legal guardian(s).~~
 - 2. Report cards must be signed by the student's parent(s) or legal guardian(s) and returned within ten school days of the date on which they were issued in grades Kindergarten through eight. It is expected that parents review the student's report card within ten days of release and use the report card as a tool to support student's investment in their learning as well as a means of encouraging high levels of effort, citizenship, and growth.



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ROXBURY TOWNSHIP
BOARD OF EDUCATION

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REPORTING STUDENT PROGRESS (M)

3. ~~Teachers will maintain a check list to determine which report cards, if any, have not been returned within the allotted time. If a report card is overdue, the teacher will call the parent(s) or legal guardian(s).~~ Parents who have not reviewed a student's report card within ten days of release will receive a reminder email from the school principal.

- E. Parent Teacher Conferences

Parent teacher conferences will be conducted in accordance with Policy No. 9280.

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ROXBURY TOWNSHIP
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HONORING STUDENT ACHIEVEMENT

R 5440 HONORING STUDENT ACHIEVEMENT

A. Honor Rolls

Students will be listed on Roxbury's Honor Rolls provided they can meet the following requirements:

1. All students must carry a minimum of thirty-five credits each year.
2. To qualify for the High Honor Roll, a student should have all grades of "A" and no incomplete's.
3. To qualify for the Honor Roll, a student should have all grades of "A" or "B" and no incomplete's.
4. Subjects dropped with a passing grade (WP) before the end of the marking period should not be counted when determining eligibility for Honor Roll, provided a full schedule is still maintained.
5. Students on home instruction should be considered on an individual basis. Homebound students not carrying a full course load are not eligible for the Honor Roll.

B. Academic Awards

1. The student who has achieved the highest scholastic rank in the graduating class will be recognized as class valedictorian and will be presented with a medal.
2. The student who has achieved the second highest scholastic rank in the graduating class will be recognized as class salutatorian and will be presented with a medal.
3. All students who have earned a 3.75 average or better for the first three marking periods of the current year are invited to attend the Renaissance Banquet held in the spring.
4. The selection of students for academic recognition on a basis other than numerical ranking will be made by an awards committee comprised of RHS Administration and RHS staff.



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HONORING STUDENT ACHIEVEMENT

- a. The committee will annually review all academic awards for their continuing relevance to the educational goals and objectives established by the Board of Education and will recommend to the Principal the removal and/or addition of awards.
- b. The committee will establish and publish specific criteria for each academic award.
- c. The committee will rigorously ensure that no student is denied an award or the opportunity to compete for an award on the basis of the protected categories listed at N.J.A.C. 6A:7-1.1(a) in accordance with law and Policy 5750.
- d. Academic awards offered by individuals and special interest organizations will be permitted subject to Policy 9700.

52. Seniors receive awards at the Senior Awards Ceremony and are recognized in the graduation program.

C. National Honor Society

- 1. The National Honor Society is a more difficult honor to achieve since it involves more than academic excellence.
- 2. To apply for membership into the National Honor Society, a student must have completed four semesters and one marking period. For consideration of membership to the National Honor Society, a student, during high school, must have:
 - a. Scholarship
 - (1) Carried a full complement of subjects each year equaling at least thirty-five credits per year.
 - (2) An average of 3.75 at the time of application.
 - (3) Carried a full complement of subjects each year equaling at least thirty-five credits per year.



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(4) An average of 3.75 at the time of application.

b. Character

The student must meet all of the following requirements:

- (1) Meet responsibilities to the school promptly; e.g., library fines, book fines, etc.
- (2) Demonstrate the highest standards of honesty and reliability.
- (3) Cooperate with school and teacher regulations.
- (4) Have no suspensions during the current or past academic year.

c. Leadership

The student must meet at least one of the following requirements:

- (1) Demonstrate leadership in positions of authority in volunteer services; e.g., coaching a recreation team, officiating at a sports event, being in a position of management, or teaching a religious class. (Baby-sitting does not meet this criteria.)
- (2) Successfully hold school office(s) or positions of leadership and be dependable and responsible in that role; e.g., club officer, committee chairperson, or team captain.

d. Service

The student must be involved in at least two activities, one of which has to be school related:

- (1) Represent the school in various types of activities; e.g., an academic team, an athletic team, a music related organization.



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STUDENTS
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HONORING STUDENT ACHIEVEMENT

- (2) Do committee or staff work.
- (3) Do volunteer work out of school.
- (4) Tutor.

Membership in good standing will be based on continued service, leadership, character, and scholarship. A form to verify continued participation in activities will need to be submitted annually.

3. Participation in the Induction Ceremony is a prerequisite for membership unless illness or family emergency prevents attendance. The circumstances must be explained in a written note from a parent or legal guardian and submitted to the National Honor Society advisor.

D. Graduation Speakers

1. The speakers at graduation will be the valedictorian and salutatorian, the President of the Student Council and President of the senior class. In the case of co-valedictorian and/or co-salutatorian, each student will be eligible to speak at the graduation ceremony.

E. Additional Recognitions

Because it is not possible to anticipate the achievements of students in all areas of school and community life, all teaching staff members are directed to be alert to the outstanding accomplishments of students other than those listed in this regulation. Any such accomplishment should be reported to the Superintendent or designee with a recommendation that the Board consider appropriate recognition of the student.

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POLICY

ROXBURY TOWNSHIP BOARD OF EDUCATION

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SPORTSMANSHIP

5570 SPORTSMANSHIP

The Board of Education requires that all individuals involved in or attending the athletic and intramural programs sponsored by the Board exhibit sportsmanship when representing the school at any athletic event. Sportsmanship is defined as abiding by the rules of the contest as defined or accepted by the participating teams ~~and the gracious acceptance of victory or defeat~~. In exhibiting sportsmanship all participants shall:

1. **Respect** ~~Understand~~ and follow the rules of the contest;
2. Recognize skilled performance of others regardless of affiliation;
3. Display respect for all individuals participating in the athletic event;
4. Treat opponents in an empathetic manner; and
5. Congratulate opponents in victory or defeat.

Unsportsmanlike conduct ~~Failure to exhibit good sportsmanship~~ shall include, but not be limited to the following ~~conduct~~:

1. Any person (athletic department, staff member, student athlete, or a fan or spectator associated with the school district) who strikes or physically abuses an official, coach, player or spectator;
2. Any person (athletic department, staff member, student athlete, or a fan or spectator associated with the school district) who intentionally incites participants or spectators to violent or abusive action;
3. Any person (athletic department, staff member, student athlete, or a fan or spectator associated with the school district) who uses obscene gestures or profane or unduly provocative language or action towards officials, coaches, opponents or spectators;
4. ~~Any school or athletic staff member who is publicly critical of a game official or opposing coaches and/or players;~~



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SPORTSMANSHIP

- 45. Any person (athletic department, staff member, student athlete, or a fan or spectator associated with the school district) who engages in harassing verbal or physical conduct which exhibits bias based on any of the protected categories listed at N.J.A.C. 6A:7-1.1(a) ~~race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation or sex, social or economic status, or disability; and~~
- 5. Any school or athletic staff member who is publicly critical of a game official, opponents, and/or opposing coaches/players;
- 6. ~~Schools or school organizations engaging in pre-event activities of an intimidating nature, e.g. use of fog machines, blaring sirens, unusual sound effects or lighting, or similar activities.~~
- 67. Other conduct judged by the Principal or designee to be unsportsmanlike in character.
- 78. Any violation of the rules of the New Jersey State Interscholastic Athletic Association.

Schools are not permitted to conduct pre-meet/game activities of an intimidating nature, e.g., the use of fog machines, the blaring of sirens or loud music/unusual sound effects, strobe/unusual lighting effects, or similar type activities.

Failure to exhibit good sportsmanship may subject the individual to disciplinary action as deemed appropriate by the Board ~~result in the Board denying the opportunity for any individual to participate in the athletic program or attend athletic events.~~

NJSIAA General Information Constitution By-laws Rules and Regulations 2023-2024 Guidelines
N.J.A.C. 6A:7-1.1; 6A:7-1.3

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POLICY

ROXBURY TOWNSHIP BOARD OF EDUCATION

Students
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EQUITABLE ~~EQUAL~~ EDUCATIONAL OPPORTUNITY (M)

5750 **EQUITABLE** ~~EQUAL~~ EDUCATIONAL OPPORTUNITY (M)

M

The Board of Education **will ensure** ~~directs that~~ all students enrolled in the schools of this district shall be afforded **an equitable** ~~equal~~ educational **opportunity** ~~opportunities~~ in strict accordance with law. No student shall be denied access to or benefit from any educational program or activity or from a co-curricular or athletic activity on the basis of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability.~~ The Board shall assure that all students are free from harassment, sexual or otherwise.

The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among and between the schools and classes of this district in a manner that ensures equivalency of educational opportunity throughout this district. The school district's curricula in the following areas will ~~eliminate discrimination~~, promote mutual acceptance and respect among students, and enable students to interact effectively with others, regardless of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability:~~

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



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ROXBURY TOWNSHIP BOARD OF EDUCATION

Students
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EQUITABLE ~~EQUAL~~ EDUCATIONAL OPPORTUNITY (M)

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

Affirmative action shall be taken to ensure that students are protected from the effects of discrimination, in accordance with Policy 2260. Students who experience less than equal educational opportunities or experience discrimination shall use the procedure established by Regulation 5750 to report and/or appeal any harassment or discriminatory practice.

The conduct of teaching staff members shall exemplify the highest principles of equality and democracy. Conduct and attitudes that display discrimination are contrary to the policies of this Board and, further, are destructive to the self esteem that this Board wishes to encourage in all students. A teaching staff member's act of derision or enmity, in any form, against a person or persons on the basis of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability~~ shall be considered to be conduct unbecoming to a professional staff member of this district and shall be subject to appropriate discipline.

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

42 U.S.C.A. 12101

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

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

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

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

Adopted: 14 October 2013

Revised: 15 August 2016

Revised: TBD



POLICY

EQUITY IN EDUCATIONAL PROGRAMS AND SERVICES (M)

5755 EQUITY IN EDUCATIONAL PROGRAMS AND SERVICES (M)

-
M

-
Equity In Student Access
-

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

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

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

-
Students will not be separated or isolated by race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability within schools, courses, classes, programs, or extracurricular activities. Bias-free multiple measures for determining the special needs of language minority students and students with disabilities will be utilized. Pregnant students will be permitted to



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EQUITY IN EDUCATIONAL PROGRAMS AND SERVICES (M)

~~remain in the regular school program and activities and if not permitted to attend school by her doctor, the student will be provided equivalent instruction.~~

~~Equity in Guidance Programs and Support Services~~

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

~~Equity in Physical Education Training~~

~~All school district physical education programs will be co-educational with any exceptions to be in accordance with Federal and State laws and regulations.~~

~~Equity in Athletic Programs~~

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

~~Appeal Procedure~~

~~Any student or their parent may appeal school practices involving equity through the procedure established in Regulation 5750.~~

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

~~Title IX of the Education Amendments of 1972~~

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

~~Adopted: 14 October 2013~~

~~Revised: 15 August 2016~~



POLICY

ROXBURY TOWNSHIP BOARD OF EDUCATION

Students
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SECRET SOCIETIES

5841 SECRET SOCIETIES

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

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

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

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

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

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

Adopted: 14 October 2013
Revised: TBD



POLICY

ROXBURY TOWNSHIP BOARD OF EDUCATION

Students
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EQUAL ACCESS OF **STUDENT** ~~PUPIL~~ ORGANIZATIONS

5842 EQUAL ACCESS OF **STUDENT** ~~PUPIL~~ ORGANIZATIONS

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

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

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

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

Participation in a student-initiated meeting must be available to all students who wish to attend and cannot be denied on the basis of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~a student's race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation or sex, social or economic status, or disability.~~ The Board will not permit the organization of a fraternity, sorority, or secret society **in accordance with N.J.S.A.**



POLICY

EQUAL ACCESS OF **STUDENT** ~~PUPIL~~ ORGANIZATIONS

18A:42-5 and 18A:42-6. ~~A student-initiated meeting may be attended by no more than five outside resource persons.~~

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

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

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

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

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

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

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

Adopted: 14 October 2013

Revised: **TBD**



POLICY

ROXBURY TOWNSHIP
BOARD OF EDUCATION

Property
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VANDALISM

7610 VANDALISM

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

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

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

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



POLICY

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

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

N.J.S.A. 2C:33-10 ~~et seq.~~

N.J.S.A. 18A:34-2; 18A:37-3

N.J.A.C. 6A:7-1.1; 6A:7-1.3; 6A:16-6.3

Adopted: 14 October 2013

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REGULATION

ROXBURY TOWNSHIP
BOARD OF EDUCATION

PROPERTY
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VANDALISM

R 7610 VANDALISM

A. Definitions

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

B. Reporting Vandalism

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



REGULATION

ROXBURY TOWNSHIP BOARD OF EDUCATION

PROPERTY
R 7610/Page 2 of 4
VANDALISM

- e. Assessing the costs of repair and replacement of any parts of the building, furnishings, and/or equipment; and
 - f. Questioning the ~~person or~~ person(s), if any, identified as having caused the vandalism.
3. The Principal will complete and file with the Superintendent a detailed vandalism and property damage report.
 4. The Principal will notify law enforcement ~~the police~~ when appropriate and in accordance with applicable laws, if the vandalism involves:

- a. ~~Significant damage, or~~
- b. ~~Arson, or~~
- c. ~~Theft or burglary, or~~
- d. ~~The use of any symbol that exposes persons to violence, contempt, or hatred on the basis of race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation or sex, social or economic status, or disability, or~~
- e. ~~An act of graffiti.~~

C. Penalties and Restitution

1. A student who vandalizes school property is subject to discipline, which may include suspension or expulsion, in accordance with Board Policy, Board Regulation, and law ~~Policy Nos. 5600, 5610, and 5620.~~
2. A student who vandalizes school property will be held liable for any damages caused by the act of vandalism.
3. The parent(s) ~~or legal guardian(s)~~ of any minor who shall injure any ~~injures/vandalizes~~ public or nonpublic school property;



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ROXBURY TOWNSHIP BOARD OF EDUCATION

PROPERTY
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VANDALISM

whether or not the minor is enrolled in this district, shall be liable for damages for to the amount of the injury to be collected by the Board or the owner of the premises in any Court of competent jurisdiction, together with costs of suit in accordance with if the Board must resort to legal process to obtain payment of damages. N.J.S.A. 18A:37-3.

- a. The Principal or designee School Business Administrator/Board Secretary shall obtain a professional estimate of the cost of repairs and/or replacements necessitated by the vandalism.
 - b. The Principal or designee School Business Administrator/Board Secretary shall present the student's parent(s) or legal guardian(s) with an itemized bill based on the estimated costs.
 - c. If, within thirty calendar days, the student's parent(s) or legal guardian(s) has not paid the bill or made arrangements with the Principal or designee School Business Administrator/Board Secretary for the payment of the bill in periodic installments, the Superintendent shall inform the Board and may recommend that the Board Attorney commence civil action for the amount due together with costs.
 - d. No diploma, transcript, transfer card, or report card will be issued to the student until all obligations to the Board have been met.
4. ~~The Principal will recommend to the Superintendent and the Superintendent will recommend to the Board, a student whose vandalism of school property is so serious or chronic as to warrant reporting the student to the police.~~
45. Any person who purposely defaces or damages school property with any symbol that exposes persons to violence, contempt, or hatred on the basis of any of the protected categories listed at N.J.A.C. 6A:7-1.1(a) race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation or



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VANDALISM

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

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

Issued: 14 October 2013

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SENIOR PRIVILEGE

8500.1 SENIOR PRIVILEGE

Senior privilege is an opportunity for 12th grade students to leave school grounds during VIP and/or lunch as described below.

1. Seniors who are in good academic standing, i.e., have the appropriate number of credits to be considered a senior and maintain passing grades, will be eligible. Students placed on academic probation (any marking period grade below “C”) will lose their eligibility for Senior Privilege. This eligibility may be appealed at the beginning of a marking period.
2. Seniors must have a good discipline record; this aspect of the application will be evaluated by Roxbury High School (RHS) administration. Students prohibited from participation in Senior Privilege for a discipline infraction may appeal that prohibition to the administration at the beginning of each marking period.
3. All students will be required to register with the RHS emergency alert system. Students must sign up for the notification tool indicated on the Senior Privilege application.
4. Students must complete Alive at 25
5. Students must complete 25 hours of Community Service by October 31st of the first semester. Students must complete an additional 25 hours of Community Service by March 15th to be eligible for the second semester.
6. Students must submit a notarized application form, with a parent’s signature, releasing the school from liability. Students above the “Age of Majority” (18 years old) must sign this clause as well.

Eligible seniors will use their RHS ID cards to scan in and out whenever they are leaving or arriving at the building. Seniors will be allowed to depart from the building only during the following periods as a part of full school days:

- VIP during the first or last block of the day
- Lunch
- VIP adjacent to lunch.



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Seniors with this privilege will be held to high expectations outside of RHS. Proper behavior on the road and in the community is expected at all times. In addition to compliance with all school rules and regulations, students must abide by State, county, and local traffic laws.

Consequences or violation of any policies, rules, or regulations will be at the discretion of RHS administration. Consequences beyond the student handbook may include, but are not limited to:

1. Administrative warning;
2. Two (2) week suspension of Senior Privilege;
3. Revocation of privileges.

District and RHS administration have the right to prohibit students from leaving due to bad weather, traffic patterns, or any other circumstance deemed appropriate. Students will not be allowed to leave for open lunch during half-days or special schedule days (assembly, delayed opening, etc.).

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NOTIFICATION OF JUVENILE OFFENDER CASE DISPOSITION

9323 NOTIFICATION OF JUVENILE OFFENDER CASE DISPOSITION

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

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

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

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



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NOTIFICATION OF JUVENILE OFFENDER CASE DISPOSITION

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

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

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

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



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NOTIFICATION OF JUVENILE OFFENDER CASE DISPOSITION

Principal or designee shall notify the Superintendent or designee of any applicable fees associated with the request.

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

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

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

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

P.L.1985, c.69

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