

# **Brick Township Board of Education District Policy Manual 1**

**Instructional Program**

**Series 6000**

**Parental Involvement in Title I Program –  
District Policy**

**Policy 6015 [M]**

Date Adopted: July 24, 2008

Date Revised:

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Date Reviewed & Approved:

As a school district that receives Title I funds, the Board of Education shall implement programs, activities and procedures for the involvement of parents/guardians in programs assisted by Title I funding. The district will reserve not less than one percent of its allocation under Subpart 2 to carry out these requirements, (unless the district's allocation is \$5,000 or less), which shall include promoting family literacy and parenting skills. Parents/guardians of pupils receiving Title I services shall be involved in the decisions regarding how funds will be allotted for parental involvement activities.

The district shall distribute this parental involvement policy that describes the means for carrying out the requirements of No Child Left Behind Act (NCLB) of 2001, §1119(a) through (f). Parents/guardians will be notified of this policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. This policy shall be made available to the local community and updated periodically to meet the changing needs of parents/guardians and schools within the district.

"Parent", for the purposes of this policy, means a parent and/or legal guardian. "School", for the purposes of this policy, is a specific school in a Target Assistance Title I program or schools within the district in a school-wide Title I program.

Each school served with Title I funds will:

- Convene an annual meeting, at a convenient time, to which all parents of participating pupils shall be invited and encouraged to attend, to inform parents of their school's participation and the requirements of this policy, and the right of the parents to be involved;
- Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement;
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school-wide program plan under NCLB, §1114(b)(2);

Provide parents of participating pupils:

- Timely information about programs required by NCLB, §1118;

- A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and

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- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and,
- Submit any parent comments on the plan when the school makes the plan available to the Board of Education, if the school-wide program plan under §1114(b)(2) of NCLB is not satisfactory to the parents of participating pupils,

### Shared Responsibilities For High Student Academic Achievement

Each school served by Title I funds shall jointly develop with parents of all pupils served with Title I funds, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact will:

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the pupils served by Title I funds to meet the state's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and
2. Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:
  - a) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual pupil's achievement;
  - b) frequent reports to parents on their children's progress; and
  - c) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

### Building Capacity For Involvement

To ensure effective involvement of parents and to support a partnership among the school(s) involved, parents, and the community to improve student academic achievement, each school and school district assisted with Title I funds:

1. Shall provide assistance to parents of pupils served by the school in understanding such topics as the state's academic content standards and state student academic achievement

standards, state and local academic assessments, the requirements of this policy, and how to monitor a child's progress and work with educators to improve the achievement of their children;

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2. Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;
3. Shall educate teachers, pupil services personnel, Building Principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
4. Shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents to more fully participate in the education of their children;
5. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;
6. May involve parents in the development of training for teachers, Principals, and other educators to improve the effectiveness of such training;
7. May provide necessary literacy training from Title I funds if the school district has exhausted all other reasonably available sources of funding for such training;
8. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
9. May train parents to enhance the involvement of other parents;
10. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
11. May establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in Title I programs;
12. May develop appropriate roles for community-based organizations and businesses in parent involvement activities; and
13. Shall provide such other reasonable support for parental involvement activities under this policy as parents may request.

### Accessibility

In carrying out the parental involvement requirements of NCLB, §1118 and this policy, the school and school district, to the extent practicable, shall provide full opportunities for the

participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, to include providing information and school reports required under NCLB, §1111 in a format and, to the extent practicable, in a language such parents understand.

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The district will inform parents of any parental information and resource centers that provide training, information, and support to parents and individuals who work with local parents, school districts, and schools receiving Title I funds.

The Superintendent of Schools will submit this policy to the New Jersey Department of Education for review to be sure the policy meets the requirements of NCLB, §1118

Legal References

NJAC 6A:8-4.1 et seq Statewide assessment system  
6A:8-5.1 Graduation requirements  
6A:14-3.7 Individualized education program

Manual for the Evaluation of Local School Districts  
New Jersey Quality Single Accountability Continuum (NJQSAC)

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**School Calendar**

**Policy 6111**

Date Adopted: May 29, 2008

Date Revised:

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Date Reviewed:

The Board of Education recognizes that the preparation of a calendar for the instructional program of the schools is necessary for orderly educational planning and for the efficient operation of the district.

The Board shall determine annually the days when the schools shall be in session for instructional purposes. Such school calendar shall consist of no fewer than the 180 days of instruction required by law.

When an interruption in educational programming causes a disabled student's performance to revert to a lower level of functioning that cannot be recouped within a reasonable length of time, an extended school year shall be provided in accordance with the student's IEP. In any case, the school year shall be at least as long for students with disabilities as for nondisabled students.

The Superintendent of Schools shall prepare the school calendar for Board consideration in consultation with teacher and administrator association representatives and the Executive County Superintendent. The calendar shall be presented to the Board for review no later than the May public meeting.

The Board reserves the right to alter the school calendar when feasible and advisable in the best interests of the children of the district.

The Board shall adopt annually a list of religious holidays that shall consist as a minimum of those holidays designated by the Commissioner of Education.

## Legal References

NJSA 18A:7F-9 Aid to school districts conditioned on compliance with rules and standards for equalization of opportunity; aid withheld for noncompliance  
18A:11-1 General mandatory powers and duties  
18A:25-3 Teaching, etc., on holidays not required  
18A:36-1 School year  
18A:36-2 Times when schools are open; determination

NJAC 6A:14-4.1(c) General requirements  
6A:32-8.3 School attendance

Piscataway Twp. Ed. Ass'n v. Piscataway Township BOE, App. Div. opinion,  
Dkt. No. A-7215-95T2, January 24, 1998

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**School Day**

**Policy 6112**

Date Adopted: May 29, 2008

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The length of the school day and the length of periods of instruction at various levels shall be recommended by the Superintendent of Schools and set by the Board, and shall be in keeping with requirements of the State Board of Education.

The length of the school day and the length of periods of instruction at various levels shall be recommended by the Superintendent of Schools and set by the Board, and shall be in keeping with requirements of the state Board of Education.

The particular opening and closing hours for levels and/or schools shall also be subject to Board approval. These opening and closing times shall be as uniform as possible at comparable levels throughout the district.

The Superintendent of Schools shall recommend for Board approval the length of class periods and the frequency of instruction in individual subjects.

School administrators shall not dismiss school for any part of the school day without the approval of the Superintendent of Schools.

## Legal References

- NJSA 18A:36-1 School year
- 18A:36-2 Time when schools are open; determination
- 18A:36-16 Rules regarding religious holidays
  
- NJAC 6A:14-4.1(c) General requirements
- 6A:32-8.3 School attendance

# Brick Township Board of Education District Policy Manual 2

**Instructional Program**

**Series 6000**

**Emergencies & Disaster Preparedness**

**Policy 6114 [M]**

Date Adopted: May 29, 2008

Date Revised:

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Date Reviewed:

The Superintendent of Schools shall review/update annually the plans for evacuation of buildings and for the safeguarding of human life and property.

The Superintendent of Schools shall notify the Board President or Vice President, Board Secretary/School Business Official and the proper local authorities of any emergency.

The Superintendent of Schools shall oversee development of the district-wide program for emergencies. The program shall provide for:

- Cooperation with local government agencies in developing and carrying out a community disaster plan;
- As most protection as possible for children at school and on their way to and from school;
- Training in individual self-protection and survival techniques for pupils and staff;
- Necessary training and instruction for pupils and staff so that the school emergency plan may be carried out with the greatest possible speed and safety.

### Fire Drills & Homeland Security Drills

Fire drills shall be held at least once each month for all pupils. There shall also be at least one homeland security drill per month.

The Superintendent of Schools may order a modification of the fire drills so that they may take the form of indoor drills or of rapid dismissals with outdoor clothing when low temperatures prevail.

A written statement of procedures and instructions for fire drills and homeland security drills shall be formulated by the Superintendent of Schools and disseminated to all staff.

Instruction in fire prevention shall be given and emphasized in appropriate courses in the curriculum of the school. The homeland security drill will be an exercise to respond to an emergency situation such as a non-fire evacuation, lockdown, bomb threat or active shooter situation that is similar in duration to a fire drill.

### Emergency Closing, Delayed Openings:

The Superintendent of Schools is authorized by the Board to close the schools, open them late or dismiss them early in hazardous weather or in other extraordinary circumstances that might endanger the health or safety of pupils or school employees.

Each year, parents/guardians, pupils, and staff members shall be informed in advance of how they shall be notified in the event of an emergency closing. Parents/guardians shall be required to make alternative arrangements for their children in case no one is home to receive the child after an unscheduled early closing.

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## Crisis Reaction

The buildings shall be evacuated as per established procedures. Staff shall follow the procedures established by the Superintendent of Schools to deal with such emergencies.

## Bomb Scares

The principal shall follow procedures as set up by the Superintendent of Schools and the Brick Township Police Department. Staff shall follow the procedures established by the Superintendent of Schools to deal with such emergencies.

The Superintendent of Schools will be responsible for invoking the Emergency Operation Plan in crisis situations.

- |      |                                                                                                                                                                                                                                                                                                         |
|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| NJSA | 18A:6-2 Instruction in accident and fire prevention<br>18A:11-1 General mandatory powers and duties<br>18A:40-12 Closing schools during epidemic<br>18A:41-1 et seq. Fire drills and fire protection                                                                                                    |
| NJAC | 6A:16-1.4(a)14 District policies and procedures<br>6A:16-5.1 et seq. School safety and security<br>6A:16-6.3 Reporting students or staff members to law enforcement agencies<br>6A:26-12.2 Policies and procedures for school facility operation<br>8:57-1.7 Reporting of diseases occurring in schools |
|      | A Uniform State Memorandum of Agreement between Education and Law Enforcement Officials                                                                                                                                                                                                                 |



# **Brick Township Board of Education District Policy Manual 2**

**Instructional Program**

**Series 6000**

**Ceremonies & Observances**

**Policy 6115**

Date Adopted: May 29, 2008

Date Revised:

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Date Reviewed:

Weather permitting, the flag of the United States of America shall be raised above the school and at other appropriate places during all school sessions and on all legal school holidays. The flag shall be raised before the opening of school and taken down at its close every day and shall be displayed in each classroom.

Pupils in the school system shall start each day with the salute and pledge of allegiance to the flag. New Jersey state law requires students to show respect for the flag of the United States of America. If a student is conscientiously opposed to pledge or salute, he/she may abstain from participation in these ceremonies but must remain respectfully silent.

The Superintendent of Schools shall devise appropriate exercises for the development of a higher spirit of patriotism on the last day of school preceding:

Martin Luther King, Jr.'s Birthday

Columbus Day

Lincoln's Birthday

Veterans Day

Washington's Birthday

Thanksgiving Day

Memorial Day

Suitable exercises are also required by law in all New Jersey public schools in observance of Flag Day, Arbor Day, and Commodore John Barry Day. The Board authorizes the Superintendent of Schools to conduct school observances in commemoration of other persons and events of special historical significance.

Pupils shall be encouraged to develop and/or take part in events and activities in connection with special "days," "weeks" or "months" proclaimed by the nation, state or community,

Holidays and special events may be recognized in the school so long as such recognition respects the rights and feelings of others and is consistent with law.

Songs and customs from various elements of the national population may be used to broaden pupil awareness of the many elements that make up American culture. The Board shall not prevent, or otherwise deny participation in, constitutionally protected prayer in any district school, consistent with guidance issued by the United States Department of Education and applicable judicial decisions interpreting the religion clauses of the First Amendment of the U.S. Constitution.

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## Legal References

- NJSA 18A:36-3 Display of and salute to flag; pledge of allegiance  
18A:36-4 Period of silence (unconstitutional)  
18A:36-6 Observance of flag day  
18A:36-7 through -9 Designation of Arbor Day ...  
18A:36-10 through -12 Designation of Commodore Barry Day ...  
18A:36-13 Patriotic exercises preceding holidays
- U.S.C.A. Const. Amends. 1, 14  
No Child Left Behind act of 2001, P. L. 107-110, 20 U.S.C.A. 6301 et seq.  
P.L. 108-447 (December 2004) requires all educational institutions that receive Federal funds for fiscal year to hold an educational program on The United States Constitution on September 17, designated "Constitution Day and Citizenship Day."  
West Virginia Bd. of Ed. v. Barnette, 319 U.S. 624 (1943)  
Holden v. Warren Board of Education, 46 N.J. 281 (1966)  
Lipp v. Morris, 579 F. 2d 834 (1978) (3rd Cir.)  
May v. Cooperman, C.A., 780 F.2d 240 (1985)  
Karcher v. May, 484 U.S. 72 (1987)  
Lee v. Weisman, 505 U.S. 577 (1992)  
American Civil Liberties Union v. Blackhorse Pike Regional Board of Education, 84 F.3d 1471 (3<sup>rd</sup> cir. 1996)  
Santa Fe Indep. School District v. Doe, 120 S.Ct. 2266 (June 19, 2000)  
Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools, United States Department of Education, February 7, 2003

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**Nondiscrimination / Affirmative Action**

**Policy 6121 [M]**

Date Adopted: May 29, 2008

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Date Reviewed:

No pupil enrolled in the district school shall be excluded from participation in, denied the benefits of, or be subjected to discrimination in any educational program or activity of this district on the basis of any and all conditions or any of the protected classes as proscribed in NJSA 10:5-1 et. seq or any other federal or state law(s) and/or statutes. The affirmative action officer shall be responsible for planning, implementing and monitoring the district's affirmative action program with respect to school and classroom practices.

The affirmative action officer shall review the following areas for compliance with State Department of Education regulations and make suggestions and/or recommendations when necessary.

**A. Curriculum Content**

He/she shall examine the following areas to ensure that curricula eliminate discrimination and promote understanding and mutual respect among students, regardless of any and all conditions or any of the protected classes as proscribed in NJSA 10:5-1 et. seq or any other federal or state law(s) and/or statutes:

1. School climate
2. Courses of study
3. Instructional materials
4. Instructional strategies
5. Library/Media Center materials
6. Software and audio-visual materials
7. Guidance and counseling
8. Extracurricular programs and activities
9. Testing and other assessments

He/she shall monitor the curriculum to ensure inclusion of instruction on African-American history in the teaching of United States History and the inclusion of instruction on the Holocaust and genocide in the curriculum for all elementary pupils.

**B. Staff Training**

He/she shall suggest a program of in-service training for school personnel designed to identify and solve problems of bias in all aspects of the school program. An affirmative action/equity in-service program shall be held for teaching staff annually; for each support staff member at least once every three years; and for parents and community members, as needed to facilitate participation and support.

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**Policy 6121**

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## C. Pupil Access

He/she shall review all school facilities, courses, programs, activities and services to ensure that all pupils are provided equal and bias-free access to them. Particular attention shall be paid to the following:

1. Ensuring equal access to all school and classroom facilities;
2. Assigning pupils in such a way that the racial/national origin composition of each school's enrollment reflects the composition of the district wide enrollment at each grade level;
3. Refraining from locating new facilities in areas that will contribute to unbalanced, isolated or racially identifiable school enrollments;
4. Assigning pupils so that school and classroom enrollments are not identifiable on the basis of race, national origin or gender;
5. Ensuring that pupils are not separated or isolated within the school, courses, classes, programs or extracurricular activities;
6. Ensuring that minority and male pupils are not over-represented in detentions, suspensions, dropouts or special needs classifications;
7. Ensuring equal and bias-free access for all pupils to computers, computer classes and other technologically advanced instructional assistance;
8. Ensuring that all limited English proficient pupils and pupils with disabilities have equal and bias-free access to all school programs and activities;
9. Ensuring equal and bias-free access for language-minority pupils and pupils with disabilities to multiple measures for determining special needs;
10. Ensuring that pupil support services, such as school-based youth services, health care, tutoring and mentoring are available to all pupils, including LEP pupils;
11. Ensuring that all pregnant pupils are permitted to remain in the regular school program and activities.

## D. District support

He/she shall ensure that like aspects of the school program receive like support as to staff size and compensation, purchase and maintenance of facilities and equipment, access to such facilities and equipment, and related matters and that all grades within the district are comparable in those areas.

The Superintendent of Schools will report to the Board annually on continuing compliance.

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## Legal References

- NJSA 10:5-1 et seq. Law Against Discrimination  
18A:4A-1 et seq. New Jersey Commission on Holocaust Education  
18A:18A-17 Facilities for handicapped persons  
18A:35-1 Course in history of the United States in high school  
18A:36-20 Discrimination; prohibition
- NJAC 6A:7-1.1 et seq. Managing for Equality and Equity in Education  
6A:30-1.1 et seq. Evaluation of the Performance of School Districts  
6A:32-12.1 Reporting requirements  
6A:32-14.1 Review of mandated programs and services
- 20 U.S.C.A. 1681 et seq. - Title IX of the Education Amendments of 1972  
29 U.S.C.A. 794 et seq. - Section 504 of the Rehabilitation Act, of 1973  
20 U.S.C.A. 1401 et seq. - Individuals with Disabilities Education Act (IDEA)  
42 U.S.C.A. 12101 et seq. - Americans with Disabilities Act (ADA)  
No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.  
Gebser v. Lago Vista Indep. School Dist. 524 U.S. 274 (1998)  
Davis v. Monroe County Bd. of Ed. 526 U.S. 629 (1999)  
The Comprehensive Equity Plan, New Jersey State Department of Education

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**Articulation**

**Policy 6122**

Date Adopted: May 29, 2008

Date Revised:

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Date Reviewed:

In order to optimize student achievement of the Core Curriculum Content Standards, the Board of Education shall be responsible for the delivery of educational programs at the elementary and secondary levels using a coherent sequence of activities to prepare all students for employment or postsecondary study upon their graduation.

The Superintendent of Schools shall develop programs whereby teachers of the various levels of the district's schools cooperate to achieve smooth transitions from level to level; whereby pupils in the district's schools receive instruction in the same subjects at the same levels as pupils in other districts who will be attending the same high schools; and whereby the transition for district pupils from our elementary schools to the high school is accomplished without unnecessary difficulty for any pupil.

Further, the Superintendent of Schools is encouraged to develop a similar relationship with nursery schools from which district kindergarten pupils come

The Board shall make reasonable efforts to develop articulation agreements with New Jersey colleges and universities to facilitate the delivery of college credit courses to qualified students in the high school.

## Legal References

NJSA 18A:38-8.1 through -8.3 Additional member on board of education to represent board of education in each sending district

NJAC 6A:8-1.3 Definitions  
6A:8-3.1 Curriculum and instruction  
6A:8-3.3 Enrollment in college courses

Manual for the Evaluation of Local School Districts  
New Jersey Quality Single Accountability Continuum (NJQSAC)

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**Curriculum Adoption**

**Policy 6140**

Date Adopted: May 29, 2008

Date Revised:

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Date Reviewed:

The Board of Education shall provide a comprehensive instructional program to serve the needs of the children of this district in furtherance of this goal and pursuant to law and shall annually adopt the existing courses of study. Adoption includes both content and credit allocation. The Board's policy in this respect is to:

- A. Adopt those courses of study mandated by the state in a form acceptable to the State Department of Education. Such courses must include the core proficiencies adopted by the State Board of Education;
- B. Adopt additional courses of study recommended by the teaching staff and administration in a form acceptable to the State Department of Education and within the financial means of the district;
- C. Adapt and revise existing courses of study to meet the changing needs of pupils and the community.

Existing courses shall be reviewed at regular intervals and revised as necessary. No course of study shall be eliminated, revised or implemented without the approval of the Board. The Board directs that the curriculum of this district:

- A. Be consistent with written goals, objectives and identified pupil needs;
- B. Develop individual talents and interests and serve diverse learning styles to motivate pupil achievement;
- C. Provide for continuous learning through effective articulation;
- D. Provide all pupils continuous access to sufficient programs and services of a library/media facility, classroom collection, or both, to support the educational program;
- E. Provide all pupils guidance and counseling to assist in career and academic planning;
- F. Provide a continuum of educational programs and services for students with a disability, pursuant to law and regulation;
- G. Provide bilingual programs for pupils whose dominant language is not English, pursuant to law and regulation;
- H. Provide compensatory education programs for pupils, pursuant to law and
- I. regulation;
- J. Provide all pupils equal educational opportunity, pursuant to law and regulation;
- K. Provide career awareness and vocational education, pursuant to law and regulation;
- L. Provide educational opportunities for exceptionally gifted and talented pupils.

The Superintendent of Schools shall maintain a current list of all courses of study offered by the district and shall furnish each member of the Board of Education with a copy upon request; and shall provide a copy in the district office for public review.

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Adoption of courses shall be by a recorded roll call majority of the full membership of the Board of Education.

## Legal References

NJSA 18A:4-25 Prescribing minimum courses of study for public schools; approval of courses of study  
18A:29A-1 et seq. Teacher recognition  
18A:33-1 District to furnish suitable facilities; adoption of courses of study  
18A:35-1 et seq. Curriculum and courses

NJAC 6A:8-1.1 et seq. Standards and Assessment  
6A:10A-1.1 et seq. Improving Standards-Driven Instruction and Literacy and Increasing Efficiency in Abbott School Districts  
6A:14-4.1 General requirements  
6A:15-1.1 et seq. Bilingual education  
6A:15-1.3, -1.4, -1.5  
6A:30-1.1 et seq. Evaluation of the Performance of School Districts  
6A:32-2.1 Definitions

Manual for the Evaluation of Local School Districts  
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# Brick Township Board of Education District Policy Manual 2

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**Adoption of Textbooks**

**Policy 6140.5**

Date Adopted: April 18, 1983

Date Revised:

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Date Reviewed:

The Board of Education shall approve all textbooks used in the educational program of this district. "Textbook" means the Principal source of instructional material for any given course of study, in whatever form the material may be presented, that is available or distributed to every pupil enrolled in the course of study.

In considering the approval of any proposed textbook, the Board will weigh its suitability for the maturity level and educational accomplishment of the pupils who will be using the book; its freedom from bias; its relationship to a course of study adopted by the Board; its relationship to a continuous multi-grade program; its impact on community standards of taste; the manner by which it was selected; and its cost, appearance, and durability.

The Superintendent shall develop regulations for the selection of textbooks that include effective consultation with professional staff members at all appropriate levels. The staff shall continually research new sources of textbooks and explore the innovative use of all possible books.

Textbooks currently in use shall be evaluated every five years for their continuing usefulness and relevance and shall be replaced or updated with new editions as often as necessary to meet the needs of pupils and the curriculum. A list of all approved textbooks shall be maintained and revised annually by the Superintendent and made available for the use of the professional staff and for the information of members of the Board and the public.

## Legal References

- NJSA 18A:11-1 General mandatory powers and duties □
- 18A:34-1 Textbooks; selection
- 18A:34-2 Care and keeping textbooks

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**Instructional Program**

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**Curriculum Design / Development**

**Policy 6141**

Date Adopted: April 18, 1983

Date Revised:

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Date Reviewed:

The Superintendent of Schools shall be responsible to the Board for the development of curriculum to meet identified pupil needs. He/she shall establish procedures for curriculum development that ensure the effective participation of teaching staff member; pupils, as appropriate to their age and grade; parents/guardians; the community, members of the Board; and the use of all available resources. Care shall be taken that certified staff shall not be assigned to teach material outside the limits of their certification and endorsements.

The Superintendent of Schools shall report to the Board the objectives, evaluative criteria and costs of each proposed program before seeking Board adoption. The Board shall not act upon new programs and courses of study until the meeting following their presentation, in order for Board members to have an opportunity to review the proposed program.

Criteria by which the Board will judge the acceptability of new course offerings include:

- A. Does it address an identified pupil need?
- B. Is it relevant to the Board's philosophy and goals and does it offer real possibilities for progress toward these goals?
- C. Does it satisfy the requirements of the Board's school and classroom practices regarding bias and stereotyping?
- D. If the proposed course replaces an existing program, what defect in the previous program is it designed to overcome?
- E. Does it include the criteria by which progress can be measured?
- F. Does it address the necessary study skills and the New Jersey Core Curriculum Content Standards?
- G. Has it been thoroughly studied and/or tested by district staff or by another district? What were the results?
- H. Has a curriculum been completed? If not, when can it be expected?
- I. Have the associated textbooks been recommended to the Board?
- J. Have the costs and time of implementation been reviewed, including in-service training?

## Legal References

- NJAC 6A:8-3.1 et seq. Implementation of the Core Curriculum Content Standards  
6A:10A-3.1 et. seq. School district-led standards-based instruction  
6A:30-1.1 et seq. Evaluation of the Performance of School Districts  
Old Bridge Education Association v. Board of Education of the Township of Old Bridge,  
Middlesex County

# **Brick Township Board of Education District Policy Manual 4**

**Instructional Program**

**Series 6000**

**Selection of Curriculum Materials**

**Policy 6141.1**

Date Adopted: April 19, 1983

Date Revised:

Page 1 of 3

Date Reviewed:

The purpose of this curriculum materials selection policy is:

- A. To provide a statement of philosophy and objectives for the guidance of those involved in the procedure for selection of curriculum materials.
- B. To define the roles of those who share in the responsibility for selection of curriculum materials.
- C. To outline the techniques for application of the cafeteria.
- D. To clarify the philosophy and procedures used in selecting and evaluating curriculum materials.
- E. To provide a procedure for consideration of objections to the use of particular materials in the educational program.

The Brick Township Board of Education, conscious of its responsibility to the community and its children, is deeply concerned with generating a genuine understanding of American freedom through the development of informed and responsible citizens. To this end, and in accordance with its legal responsibilities, the Brick Township Board of Education will strive:

- A. To provide material that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the pupils served.
- B. To provide materials that will stimulate growth in factual knowledge, literacy appreciation, aesthetic values, and ethical standards.
- C. To provide a background of information which will enable students to make intelligent judgments in their daily lives.
- D. To provide materials on opposing sides of controversial issues so that young citizens may develop under guidance, the practice of critical reading and thinking.
- E. To provide materials representative of many religious, ethnic and cultural groups and their contributions to our American heritage.
- F. To place principles above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection of curriculum materials.

The responsibility for final approval and purchase of curriculum materials is legally vested in the Board of Education. Materials purchased or owned by teachers, and used in the classroom, are subject to all the conditions and guidelines set forth in this policy. The Board delegates to the staff the responsibility to select and recommend for purchase the curriculum materials to be used in the instructional program. In selecting and recommending the materials, the staff will take cognizance of the needs of the students

# Brick Township Board of Education District Policy Manual

**Instructional Program  
Selection of Curriculum Materials**

**Series 6000  
Policy 6141.1**

Page 2 of 3

and objectives of the program. In this endeavor the Board of Education encourages wide participation involving faculty, students, parents and members of the Board of Education. In this process of selection and recommendation of curriculum materials it shall be the responsibility of each principal to see that this procedure is implemented.

## Criteria for Selection of Curriculum Materials

All materials shall have these elements of quality:

- A. Relevance to area of instruction
- B. Accuracy
- C. Authoritativeness
- D. Clarity of presentation

In order that each recommendation be a responsible selection, it should be based upon the following:

- A. Recommendation from one or more of the recognized professional media or approved lists, such as book selection aids, basic materials lists, current general lists, special bibliographies for reference materials and subject fields and book reviewing journals. No one source need determine the selection.
- B. Recommendation by a teacher, librarian or school administrator who has previewed the material.
- C. Recommendation based upon the basic attributes of truth and art. Factual accuracy, authoritativeness, balance and integrity, coupled with stimulating presentation, imagination, vision creativeness, style appropriate to the idea, vitality and distinction are eloquent testimonials to the validity of a recommendation.
- D. Recommendations for selection will reflect awareness of the grade level and interest at which the materials will be utilized and consonant with the needs of the curriculum and the interests of the teacher and students.
- E. Books and materials meeting the above standards and principles will be considered for selection. Books or materials of an obscene nature or those which rely unnecessarily upon a shock syndrome, or those advocating overthrow of the government of the United States by force or revolution shall not be recommended for purchase.

Specific factors influencing selection:

- A. Curriculum
- B. Special needs of individual schools
- C. Abilities and interests of the students
- D. Need to develop proper balance in the school offerings
- E. Size of budget

# Brick Township Board of Education District Policy Manual

**Instructional Program  
Selection of Curriculum Materials**

**Series 6000  
Policy 6141.1**

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Consideration of objections to materials in question will be given objectivity, unemotionally and as an important routine action. The process of consideration of objections will be guided by the best interests of the students, the school, the curriculum and the community. Since differences of opinion do exist in our society, the following procedure shall be observed to recognize those differences in an impartial and factual manner.

- A. A criticism of materials shall be presented in writing to the building principal who will forward a copy to the Superintendent of Schools. The form "Citizens Request For Reconsideration of Materials" shall be used for this purpose.
- B. The material in question will be reviewed and discussed by the Curriculum Materials Review Committee, which will be convened by the Chairman of the Review Committee upon notification of a specific request for reconsideration of materials through the Office of the Superintendent of Schools.
- C. The decision of the Review Committee shall be reported in writing to the complainant and to the Superintendent of Schools.
- D. If the complainant is not satisfied with the decision of the Review Committee, he may appeal to the Board of Education through the Office of the Superintendent of Schools.

Suggested membership in the Review Committee:

- Assistant Superintendents
- Principal of the school where complaint originated
- Subject Supervisor (if originating in grades 7-12)
- Teaching utilizing material
- Member of Board of Education
- 2 Students
- 2 P.T.A. Members
- 4 Lay Members of the Community
- Librarian
- B.T.E.A. Representative

## Legal References

- NJSA 18A:11-1 General mandatory powers and duties□  
18A:34-1 Textbooks; selection  
18A:34-2 Care and keeping textbooks

# Brick Township Board of Education District Policy Manual 2

**Instructional Program**

**Series 6000**

**Recognition of Religious Beliefs & Customs**

**Policy 6141.2**

Date Adopted: April 14, 1983

Date Revised:

Page 1 of 2

Date Reviewed:

The Board directs that no religious belief or non-belief shall be promoted in the regular curriculum or in district-sponsored courses, programs or activities, and none shall be disparaged.

However, the Board recognizes that a genuine and broad secular program of Education is furthered by advancement of pupils' knowledge of our society's cultural and religious heritage. Therefore, the several holidays throughout the year that have both a religious and a secular basis may be recognized in the school by use of material having secular or cultural significance.

The instructional program of the school should inform pupils of the many beliefs and customs stemming from religious, racial, ethnic and cultural heritages. Such instruction should be designed to broaden the pupils' understanding of and tolerance for the multiple ways of life enjoyed by the peoples of the world.

Songs and customs that have come to us from the various ethnic, religious and racial elements of our population should be used to broaden our pupils' awareness of the contributions that each segment has made to the composite American culture.

Music, art, literature and drama having religious themes or bases are permitted as part of the curriculum for school-sponsored activities and programs if presented in an objective manner and as a traditional part of the cultural and religious heritage of the particular holiday.

The use of religious symbols such as a cross, menorah, crescent, Star of David, creche, symbols of Native American religions or other symbols that are part of a religious holiday is permitted as a teaching aid or resource, provided such symbols are displayed as an example of the cultural and religious heritage of the holiday and are temporary in nature.

Any instruction in the school which may be contrary to a pupil's religious beliefs and teachings shall be viewed as optional for the pupil.

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

This policy supersedes any other Board policy that is inconsistent with it.

# Brick Township Board of Education District Policy Manual

Instructional Program

Series 6000

Recognition of Religious Beliefs & Customs

Policy 6141.2

Page 2 of 2

## Legal References

NJSA 18A:11-1 General mandatory powers and duties  
18A:36-16 Rules regarding religious holidays

NJAC 6A:8-3.1 Curriculum and instruction  
6A:32-8.3(h) School attendance

U.S.C.A. Const. Amends. 1, 14

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

20 U.S.C.A. 4071 - 4074 - Equal Access Act

Florey v. Sioux Falls School District, 619 F.2d. 1311 (8th Cir. 1980)

Lynch v. Donnelly, 465 U.S. 668, (1984)

Edwards v. Aguillard, 482 U.S. 578 (1987)

Lee v. Weisman, 505 U.S. 577 (1992)

Cherry Hill Bd. of Ed., 838 F.Supp. 929 (D.N.J. 1993)

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

Santa Fe Independent School District v. Doe, 120 S.Ct. 2266 (June 19, 2000)

Good News Club v. Milford Central School, 121 U.S. 2093 (2001)

C.H. v. Oliva, 26 F.ed 198 (3<sup>rd</sup> Cir. 2000) *en banc*, *cert.* denied, June 18, 2001

Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools,  
United States Department of Education, February 7, 2003

# Brick Township Board of Education District Policy Manual 2

**Instructional Program**

**Series 6000**

**Family Life Education**

**Policy 6142.1**

Date Adopted: December 9, 1981

Date Revised:

Page 1 of 1

Date Reviewed:

The Board of Education directs the Superintendent of Schools to coordinate the development of a family life education curriculum that will be in compliance with New Jersey Administrative Code. The program shall provide material suited to each grade level, presented in a manner intended to foster an understanding of human development and the respect for and an understanding of how human sexuality affects personal and family relationships.

The curriculum shall be developed with the active participation of teachers, administrators, parents/guardians, physicians, members of the clergy and representative members of the community.

The Superintendent of Schools shall assure that the curriculum is articulated with that of the high school, so that the transition from elementary to secondary is coordinated and progressive.

Any child whose parent/guardian presents to the Superintendent of Schools a signed statement that any part of the instruction in health, family life education or sex education is in conflict with his conscience, or sincerely held moral or religious beliefs, shall be excused from that portion of the course where such instruction is being given, and no penalties as to credit or graduation shall result.

The Board urges all parents to become familiar with these courses and to participate in their development as provided by the administrative code.

The Board of Education alone, upon recommendation of the Superintendent of Schools, shall determine the content, sequence and materials of family life education.

## Legal References

NJSA 18A:35-4.6 through -4.8 Parents Right to Conscience Act of 1979  
18A:35-4.19 through -4.22 "AIDS Prevention Act of 1999"

NJAC 6A:8-3.1 Curriculum and instruction  
6A:8-4.2 Documentation of student achievement  
6A:32-12.1 Reporting requirements

Pupil Protection Rights Amendment - 20 U.S.C. 1232h  
No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.  
Manual for the Evaluation of Local School Districts  
New Jersey Quality Single Accountability Continuum (NJQSAC)



# Brick Township Board of Education District Policy Manual 1

**Instructional Program**

**Series 6000**

**Arts**

**Policy 6142.9**

Date Adopted: June 26, 2008

Date Revised: March 26, 2009

Page 1 of 1

Date Reviewed:

The Superintendent of Schools shall ensure that curriculum in the arts, including both performing and visual, are developed appropriately for each grade level in accordance with administrative code and core curriculum standards.

## Legal References

NJSA 18A:7F-4 Periodic review of Core Curriculum Content Standard by state board; establishment of thoroughness and efficiency standards and cost per pupil

18A:33-1 District to furnish suitable facilities; adoption of courses of study

Manual for the Evaluation of Local School Districts

New Jersey Quality Single Accountability Continuum (NJQSAC)

NJAC 6A:8-1.3 Definitions

6A:8-3.1 Curriculum and instruction

6A:30-1.1 et seq. Evaluation of the Performance of School Districts

# Brick Township Board of Education District Policy Manual 2

**Instructional Program**

**Series 6000**

**Curriculum Guides**

**Policy 6143 [M]**

Date Adopted: April 19, 1983

Date Revised:

Page 1 of 1

Date Reviewed:

The Superintendent of Schools shall oversee development of curriculum guides for every course and area of study for every grade level. Each guide shall contain objectives for concepts and skills to be taught and attitudes to be developed; necessary study skills; suggested materials and activities designed to achieve all of these; and evaluation criteria intended to test the extent to which learning objectives have been met.

Teachers shall use the guides as the core of their instructional planning. It shall be the responsibility of the Superintendent of Schools to ensure that curriculum guides are being followed.

A copy of each guide in use shall be kept on file in each school office. Such guides shall be available for public inspection.

Because curriculum guides are the means of implementing instruction in courses adopted by the Board as the curriculum of the district, the Board shall approve any new curriculum guides or any revision to an existing guide before they are put into effect.

## Legal References

NJAC 6A:8-1.3 Definitions  
6A:8-2.1 et seq. The Core Curriculum Content Standards  
6A:8-3.1 et seq. Implementation of the Core Curriculum Content Standards  
6A:8-5.1 Graduation requirements  
6A:30-1.1 et seq. Evaluation of the Performance of School Districts

Manual for the Evaluation of Local School Districts  
New Jersey Quality Single Accountability Continuum (NJQSAC)

# Brick Township Board of Education District Policy Manual

**Instructional Program**

**Series 6000**

**Controversial Issues**

**Policy 6144**

Date Adopted: May 29, 2008

Date Revised:

Page 1 of 1

Date Reviewed:

Free discussion of controversial issues-political, economic, and social shall be encouraged in the classroom whenever appropriate for the level of the group.

Issues may be considered controversial which arouse strong reactions, based either on personal conviction or allegiance to a group. School treatment of controversial issues shall be designed to instruct pupils in fair and objective study techniques. The decision on whether a particular controversial issue shall become a matter for school study shall be based on the timelines of the question, the maturity and needs of the pupils and the purposes of the school. Classroom discussions on controversial questions that arise unexpectedly shall be the responsibility of the teacher, who shall provide relevant information on both sides of the question. Such discussions shall be kept free from the assumption that there is one correct answer that should emerge from the discussion and be taught authoritatively to the pupils.

Students shall be taught to recognize each other's right to form an opinion on controversial issues, and shall be assured of their own right to do so without jeopardizing their relationship with the teacher or the school.

The building principal shall have the authority to limit or suspend discussion of controversial issues pending a review if the issue/materials. Instructional materials not previously approved must be reviewed by the principal before being introduced into the classroom.

Guest speakers may be invited with the approval of the principal. In determining speakers to be invited for a class or school wide program, consideration must be given as to whether:

- A. The speaker is controversial for any reason;
- B. The topic is controversial, or sensitive, or known to arouse strong community feelings;
- C. The proposed speaker would gain an advantage by having a "captive" audience.

The Superintendent of Schools will assist the principal in this regard

## Legal References

- NJSA 18A:11-1 General mandatory powers and duties  
18A:36-34 Written approval required prior to acquisition of certain survey information from students
- Pupil Protection Rights Amendment - 20 U.S.C. 1232h  
Tenure Hearing of William Lee Johnson, Clearview Regional School District, 79 S.L.D. 267;  
79 S.L.D. 273 aff'd with deletion of paragraph  
Garcetti v. Ceballos 2006 U.S. LEXIS 4341(May 2006)

# Brick Township Board of Education District Policy Manual 2

**Instructional Program  
Standards of Proficiency**

**Series 6000  
Policy 6147 [M]**

Date Adopted: February 9, 1989

Date Revised:

Page 1 of 1

Date Reviewed:

The Superintendent of Schools, in consultation with teaching staff, shall develop criteria for evaluation, indicators of achievement of the criteria and acceptable standards of achievement for all grade levels, courses and programs offered by the district. The criteria, indicators and standards must be related to district goals and objectives. Parents/guardians shall be informed in a timely manner whenever their child appears in danger of failing to meet required proficiency levels. Parents/guardians shall be strongly encouraged to participate in designing remedial plans for their children.

These standards of proficiency shall include but not be limited to those Core Curriculum Content Standards identified by the State Department of Education and shall form the basis for the district's grading system. The specific indicators of achievement and standards of proficiency developed for all courses and programs accepted for credit toward high school graduation shall be given to pupils and parents/guardians, in writing, at the time the pupil registers for the course.

By the date required by law, the Superintendent of Schools shall annually report to the Board and the community at a regularly scheduled meeting an evaluation of pupil achievement toward meeting district goals and objectives.

Low pupil achievement shall be regarded by the Board as an indication that revisions are needed in education programming, general strategy, staff resource use, staff evaluation and/or other aspects of the learning program.

## Legal References

- NJSA 18A:7C-2 Boards of education; establishment of standards  
18A:7E-2 through -5 School report card program  
18A:7F-4 Periodic review of core curriculum content standard by state board; establishment of thoroughness and efficiency standards and cost per pupil  
18A:7F-29 Academic achievement reward program  
18A:35-4.9 Pupil promotion and remediation; policies and procedures
- NJAC 6A:8-1.1 et seq. Standards and Assessment  
6A:10A-1.1 et seq. Improving Standard-Driven Instruction and Literacy and Increasing Efficiency In Abbott School Districts  
6A:14-4.11 Statewide assessment  
6A:15-1.1 et seq. Bilingual Education  
6A:23-8.3 Commissioner to ensure achievement of the Core Curriculum Content Standards  
6A:30-1.1 et seq. Evaluation of the Performance of School Districts  
6A:32-12.1 et seq. Annual Reporting and Planning Requirement  
6A:32-13.1 et seq. Student Behavior  
6A:32-14.1 et seq. State and Federally Mandated Programs and Services  
Abbott v. Burke, 163 N.J. 95 (2000) (Abbott VI)  
No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

# Brick Township Board of Education District Policy Manual 2

**Instructional Program**

**Series 6000**

**Instructional Arrangements / Class Size**

**Policy 6150/6151**

Date Adopted: April 18, 1983

Date Revised:

Page 1 of 1

Date Reviewed:

The Board of Education recognizes its responsibility to ensure that arrangements be tailored to suit the changing needs of the student body. As a result the Board welcomes recommendations from faculty, students, staff or community as to ways by which it may improve instructional arrangements. These might include:

- A. Providing classroom or other instructional space
- B. Revising class size ranges and limits
- C. Permitting scheduling innovations based on individual pupil needs
- D. Arranging team teaching or other means for emphasizing the inter-disciplinary nature of knowledge and the interrelatedness of learning
- E. Involving pupils in directed and self-selected activities
- F. Adapting instruction to diverse pupil learning styles

The Board of Education, however, reserves the right to make the final determination on all matters affecting instructional arrangements.

The Superintendent of Schools shall recommend for Board approval the number of class sections for each course or grade level. He/she shall take into consideration such factors as student needs, curriculum requirements, types of instructional setting, district finances and space or equipment limitations. Particular attention shall be paid to space-per-pupil requirements of the State Department of Education.

## Legal References

NJSA 18A:11-1 General mandatory powers and duties

NJAC 6A:8-2.1 Authority for educational goals and standards

6A:10A et seq. Improving Standards-Driven Instruction and Literacy and Increasing Efficiency in Abbott School Districts

6A:14-4.7 Program criteria: special class programs, secondary and vocational rehabilitation

6A:23-8.3 Commissioner to ensure achievement of the Core Curriculum Content Standards

6A:26-2.1 et seq. Long-Range Facilities Plans

6A:32-8.2 School enrollment

6A:32-8.3 School attendance

# Brick Township Board of Education District Policy Manual 2

**Instructional Program**

**Series 6000**

**Homework / Makeup Work**

**Policy 6154**

Date Adopted: May 29, 2008

Date Revised:

Page 1 of 1

Date Reviewed:

The Superintendent shall develop regulations for the assignment of homework according to these guidelines:

1. Homework should be a properly planned part of the curriculum, extending and reinforcing the learning experience of the school;
2. Homework should help children learn by providing practice in the mastery of skills, experience in data gathering and integration of knowledge, and an opportunity to remediate learning problems;
3. Homework should help develop the pupil's responsibility and provide an opportunity for the exercise of independent work and judgment;
4. The number, frequency, and degree of difficulty of homework assignments should be based on the ability and needs of the pupil and take into account other activities that make a legitimate claim on the pupil's time;
5. As a valid educational tool, homework should be clearly assigned and its product carefully evaluated and that evaluation should be reported to the pupil;
6. The schools should recognize the role of parent(s) or legal guardian(s) by suggesting ways in which parent(s) or legal guardian(s) may assist the school in helping a child carry out assigned responsibilities;
7. Homework should always serve a valid learning purpose; it should never be used as a punitive measure.

## Legal References

- NJSA 18A:11-1 General mandatory powers and duties  
18A:36-14 Religious holidays; absence of pupils on; effect  
NJAC 6A:32-10.1 et seq. Summer School Sessions

# Brick Township Board of Education District Policy Manual 2

**Instructional Program**

**Series 6000**

**Summer School**

**Policy 6158**

Date Adopted: April 18, 1983

Date Revised:

Page 1 of 1

Date Reviewed:

The Board of Education may conduct a summer program of instruction for secondary pupils for the purpose of enrichment. Summer school instruction shall be designed to provide opportunities to enrich a scholastic program.

The Board directs the Superintendent to implement a suitable educational program to carry out this policy, except that the Board shall approve each course of study for which secondary school credit toward graduation will be awarded and shall receive state approval before any such course shall be offered.

Pupils eligible for the summer school of this district shall include resident pupils eligible for regular attendance in the public schools of this district. Tuition fees shall not be charged to pupils domiciled within the district for enrollment in courses related to the curriculum content of the regular school program.

The Superintendent shall develop regulations for the summer school that include provisions for appropriate planning, staffing, pupil assignments, pupil evaluation, and the utilization of facilities. Such regulations for the operation of the summer school shall be consistent with Board of Education policies, and the operation of summer school shall not conflict in any way with the administration of the regular school sessions of this district.

## Legal References

NJSA 18A:11-1 General mandatory powers and duties

NJAC 6A:32-10.1 et seq. Summer School Sessions

# Brick Township Board of Education District Policy Manual 2

**Instructional Program**

**Series 6000**

**Instructional Services & Resources**

**Policy 6160 [M]**

Date Adopted: February 9, 1989

Date Revised:

Page 1 of 2

Date Reviewed:

The Board believes that personnel and materials appropriate to the needs of the school program must be available to each pupil and teacher.

To be in compliance with the requirements of federal law, the Board of Education directs the Superintendent of Schools to distribute curriculum materials and instructional supplies to the school in such a way that equivalence of such materials is ensured among the grade levels. Staff assignments shall comply with this directive.

When a school fails to achieve adequate yearly progress as defined by the state for two consecutive years, all provisions in federal law shall be followed.

The Board will endeavor to provide the supportive resources and personnel necessary for teachers to implement the approved curriculum in their classrooms and work effectively with children.

It will be the administration's responsibility to set up and maintain such central services for curriculum materials, including audiovisual materials, as are needed, and appropriate channels through which teachers and pupils will be supplied with these resources.

In addition, there will be a media resource center and media specialist to offer children instruction and teachers assistance in selecting and using learning resources.

The instructional materials selected for the School district shall be in accordance with the following resources:

1. Instructional materials (print or software, including videos) shall be chosen for the values of interest and enlightenment of all students in the community. Instructional materials shall not be excluded because of the race, nationality, or the political or religious views of the writer.
2. Every effort will be made to provide materials that present all points of view concerning the problems and issues of our time, international national, and local. Current and proposed curriculum guides, textbooks and materials will be reviewed to detect any bias based on race, sex, religion, national origin, ancestry, or culture. It must also be ascertained whether instructional materials, singly or taken as a whole, fairly depict the contributions of both sexes and the various races, ethnic groups, and the like towards the development of human society. (Books or other reading material of sound factual authority shall not be prescribed or removed from library shelves or classrooms because of partisan doctrinal approval or disapproval.)
3. Censorship of instructional materials may be challenged in order to maintain the school responsibility to provide information and enlightenment.



# Brick Township Board of Education District Policy Manual

Instructional Program  
Instructional Services & Resources

Series 6000  
Policy 6160

Page 2 of 2

## Legal References

NJSA 18A:34-1 Textbooks; selection; furnish free with supplies; appropriations

NJAC 6A:7-1.4 et seq. Responsibilities of the district board of education  
6A:8-2.1 Authority for educational goals and standards  
6A:30-1.1 et seq. Evaluation of the Performance of School Districts  
6A:32-14.1 Review of mandated programs and services

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.  
Manual for the Evaluation of Local School Districts  
New Jersey Quality Single Accountability Continuum (NJQSAC)

# Brick Township Board of Education District Policy Manual 2

**Instructional Program**

**Series 6000**

**Instructional Materials**

**Policy 6161.1**

Date Adopted: April 13, 1983

Date Revised:

Page 1 of 1

Date Reviewed:

The Board of Educations believes that instructional materials should support and enrich the curriculum and make possible the achievement of the district's instructional goals. To ensure that the materials used in this district are up-to-date in the factual matter they present and also reflect the district's underlying philosophy of education, the Superintendent of Schools shall develop procedures for continual review of new materials being offered and evaluation of those materials already in use. Materials should be judged against the following criteria:

1. Does the instructional material reflect the district's Affirmative Action policy that prohibits the teaching or encouragement of racial, sexual, religious, ethnic or age bias?
2. Does it stimulate growth in actual knowledge, literary appreciation, aesthetic values and ethical standards?
3. Does it help students develop abilities in critical reading and thinking?
4. Does it provide effective basic or advanced education for the students for whom it is intended?

The list of instructional materials presented for approval should be sufficient in scope to meet the needs of every student in the district.

The review process shall include:

1. Review and recommendation for selection by teaching staff members, particularly those teachers who will be using the materials as in integral part of the instructional program.
2. Review and recommendation for selection by the Superintendent of Schools and other administrative staff members.

The Board, by law, reserves the right to make the final instructional materials selection decision. However, prior to final adoption, the recommendations resulting from each review will be given through consideration.

## Legal References

NJSA 18A:4-25 Prescribing minimum courses of study for public schools; approval of courses  
18A:33-1 District to furnish suitable facilities; adoption of courses of study  
18A:34-1 Textbooks; selection; furnished free with supplies; appropriations  
18A:35-1 et seq. Curriculum and Courses  
P.L. 2005, c. 266 Districts to provide an alternate to dissection

NJAC 6A:7-1.4 Responsibilities of the district board of education  
6A:23-6.1 et seq. Purchase and Loan of Textbooks  
6A:32-14.1 Review of mandated programs and services

Comprehensive Equity Plan, State Department of Education  
Manual for the Evaluation of Local School Districts  
Multi-year Equity Plan SDOE Bureau of Equal Educ Opportunity, Doc. #MISM260040699  
New Jersey Quality Single Accountability Continuum (NJQSAC)

# Brick Township Board of Education District Policy Manual 2

**Instructional Program**

**Series 6000**

**Remedial Instruction**

**Policy 6171.1 [M]**

Date Adopted: February 9, 1989

Date Revised:

Page 1 of 1

Date Reviewed:

Pupils whose proficiency in subjects assessed through the Core Curriculum Standards Process is below acceptable levels of performance, shall be recommended to participate in a remedial/skill maintenance program. Proficiency shall be evaluated through a multi-skills assessment, standardized tests, diagnostic instruments, teacher observation and pupil progress reports.

The programs shall include procedures to evaluate pupil achievement related to the remedial program objectives and standards. The Superintendent of Schools shall coordinate continuous communication between teaching staff members and parents/guardians of pupils participating in remedial educational programs. These programs shall be supplemental to the regular program and designed to assist students who have academic, social, economic or environmental needs that prevent them from succeeding in regular school programs.

An individual pupil improvement plan (IPIP) shall be developed for each pupil who performs below state minimum levels of proficiency after completion of three academic years of instruction beyond kindergarten. Procedures for development, implementation and evaluation of the IPIP's shall include designation of responsible staff and notification of the pupil and his/her parents/guardians of the need for and content of the IPIP in the language and mode of communication understood by them.

All parents/guardians shall be notified in writing of a pupil's needs for a remedial/skill maintenance program and shall be encouraged to participate in its design. Regulations developed by the Superintendent of Schools/designee and governing these programs and procedures shall be reviewed and adopted by the Board as required by law.

The Superintendent of Schools shall evaluate the remedial education programs each school year and report to the Board of Education as to their effectiveness in achieving and maintaining acceptable levels of pupil proficiency.

## Legal References

- NJSA 18A:7C-1 et seq. High School Graduation Standards
- 18A:35-4.9 Pupil promotion and remediation; policies and procedures
- NJAC 6A:8-4.3 Accountability
- 6A:8-4.4 Annual review and evaluation of school districts
- 6A:8-5.1 Graduation
- 6A:30-1.1 et seq. Evaluation of the Performance of School Districts
  
- Manual for the Evaluation of Local School Districts
- New Jersey Quality Single Accountability Continuum (NJQSAC)

# Brick Township Board of Education District Policy Manual 2

**Instructional Program**

**Series 6000**

**Special Education**

**Policy 6171.4 [M]**

Date Adopted: March 16, 2009

Date Revised:

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Date Reviewed:

In compliance with state department of education interpretation of the administrative code on special education, the Board adopts the following revision/amendment of its existing policies on providing educational and related services to pupils identified as having educationally disabling conditions as defined in federal and state law.

- A. Exemption of educationally disabled pupils from the high school graduation requirements according to NJAC 6A:14-4.11 through -4.12

A disabled pupil must meet all state and local high school graduation requirements in order to receive a state-endorsed high school diploma unless exempted in his/her IEP. When a pupil has been exempted from any graduation requirement, his/her IEP shall address alternate requirements to be met. By the year specified in code, the Board shall ensure that all pupils with disabilities participate in statewide assessments with appropriate accommodations or modifications, as determined by the pupil's IEP. If the nature of the pupil's disability is so severe that the pupil is not receiving instruction in the knowledge and skills measured by the statewide assessment and the pupil meets the criteria in the Alternative Proficiency Assessment Guidelines, then the pupil's knowledge and skills will be measured by the alternate state assessment.

By June 30<sup>th</sup> of a disabled pupil's last year in the elementary program, the pupil's case manager, parent/guardian and teacher(s) shall meet to review the instructional guide and basic plan of the pupil's IEP in view of the transition to the secondary program. Input from appropriate staff from the secondary school shall be part of the review.

The basic plan of the IEP for the pupil entering the secondary program will address all the elements required in the administrative code, including specifically addressing graduation requirements. Required reviews of the IEP shall continue to address graduation requirements.

A disabled pupil who has not been exempted from the proficiencies or has performed below the state minimum level of pupil proficiency on one or more areas of the state-mandated high school proficiency test may participate in the special review assessment (SRA).

Educationally disabled pupils meeting the standards for graduation according to NJAC 6A:14-4.12 shall have the opportunity to participate in graduation exercises and related activities on a nondiscriminatory basis.

- B. Prevention of needless public labeling of educationally disabled pupils

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

Further, the Board, administrators, faculty and other personnel shall avoid unnecessary and needless public labeling of such pupils. This shall include the avoidance of public address announcements so designating pupils, any open identification of classrooms with signs so designating, or any item of open or general circulation, such as photographs, audio/videotapes, etc., that so designates an individual pupil or class. Pupil records shall be maintained in accordance with NJAC 6A:32-7.4.

- C. Compilation, maintenance, access to and confidentiality of pupil records according to NJAC 6A:32-7.4 through –7.6.

To ensure proper accessibility and confidentiality, the records of educationally disabled pupils shall be gathered, updated, maintained, stored, transferred, made accessible and finally disposed of in accordance with the district policy 5125 on pupil records in general. To assure the security of special education records:

1. Provision shall be made for access and security of computer-stored records of educationally disabled pupils;
2. Clerical and secretarial tasks related to such records shall be performed only under the supervision of appropriately certified staff.

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

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

- D. Identification, location and evaluation of potentially educationally disabled pupils, according to NJAC 6A:14-3.3

The Superintendent of Schools shall prepare written procedures for identifying those pupils ages three through 21, including pupils attending nonpublic schools, who reside within the district and may be educationally disabled, who are not receiving special

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education and/or related services as required. Procedures shall include provision for the referral of pupils who may be experiencing physical, sensory, emotional, communication, cognitive or social difficulties. In order to ensure program placement by a disabled child's third birthday, a written request for initial evaluation shall be forwarded to the district at least 120 days prior to the preschooler attaining age three.

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

These procedures and arrangements shall be adopted by the Board after review and possible revision. The procedures shall include criteria by which to identify the potentially disabled, and require the participation of staff, parents/guardians and appropriate agencies.

## Evaluation and Determination of Eligibility

The evaluation process to determine a pupil's eligibility for educational and related services beyond those available within the regular public school program shall be conducted in strict compliance with the provisions of NJAC 6A:14-2.3, 2.5, 3.4 and 3.5 dealing with:

- Parental notice, notification, consent and involvement, including determination of the parents/guardians' dominant language and necessary accommodations if the language is other than English or if the parents/guardians are deaf;
- An initial evaluation that consists of a multi-disciplinary assessment in all areas of suspected disability and a written report of the results of each assessment;
- Determination that a pupil is eligible for special education and related services when he/she has been identified as having one or more of the fourteen categories of disability described in the administrative code, and the disability adversely affects the pupil's educational performance.

The Superintendent of Schools shall oversee development of detailed procedures to govern the evaluation process, and shall implement them after they have been reviewed and adopted by the Board.

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

### E. Provision of full educational opportunity to educationally disabled pupils

The Board of Education is responsible for providing education for all children resident in the district. All reasonable efforts will be made to resolve an enrolled child's learning and

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adjustment difficulties prior to his/her referral to the Child Study Team for screening and/or evaluation. When a pupil is found eligible for special education and related services and the Board of Education cannot provide required instruction and related services from its own resources and facilities, the Board will seek appropriate placement outside the district, and will assume such costs of that placement as are required by law.

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

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

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

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

- F. Participation of and consultation with the parents of educationally disabled pupils toward the goal of providing full educational opportunity to all educationally disabled pupils ages three through 21

In order to achieve the district's goal of providing full educational opportunity to all educationally disabled pupils in accordance with the administrative code, parent/guardian participation shall be sought in every successive stage of the special education decisional process, pursuant to NJAC 6A:14-2.3 and 2.4. All notifications shall be made and all necessary conferences conducted in the language used for communication by the parent/guardian and the pupil unless it is not feasible to do so, in which case the provisions of administrative code shall be followed.

Written notice to parents/guardians and/or adult pupils shall be provided as follows:

- The Board shall provide written notice no later than 15 calendar days after making a determination;
- The Board shall provide written notice at least 15 calendar days prior to the implementation of a proposed action so that the parents/guardians and/or adult pupil may consider the proposal.

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The Superintendent of Schools shall develop and present to the Board for review and adoption procedures for:

1. Giving notice to parents/guardians when an initial request is being made for consent to evaluate or when a proposal has been made to initiate or change a classification, evaluation or educational placement of the pupil, or the provision of a free, appropriate education. For each instance, all required information and documentation shall be supplied to the parents/guardians within the timelines set by the administrative code. Particular care must be taken to inform parents/guardians of their right to appeal and their rights in regard to low-cost legal counsel and fees;
2. Seeking consent of parents/guardians to the actions in 1, when such consent is required;
3. Seeking parent/guardian participation in conferences and determinations as specified in 1, and in evaluation of the success of the educational plan for their child. When necessary, conference schedules shall be altered to accommodate working parents/guardians;
4. Mediation when disputes arise during any stage of the special education process which cannot be settled between the original parties.
5. Particularly, parental consent shall be obtained prior to implementation of the initial IEP resulting from evaluation; prior to reevaluation except in the circumstances outlined in code; and prior to the release of pupil records according to NJAC 6:3-6.

Procedures set out in the administrative code shall be followed when parent/guardian cooperation and/or participation cannot be obtained. When necessary, a surrogate parent shall be appointed to ensure the protection of a pupil's rights when the parents/guardians cannot be identified or located or the child is a ward of the State of New Jersey. The district shall select and train such surrogate parents in compliance with the administrative code.

No more than 90 calendar days after parental consent has been received shall be allowed for the evaluation, determination of eligibility and, if the pupil is eligible, the development and implementation of the IEP.

- G. Provision of special services to enable educationally disabled pupils to participate in regular educational programs to the maximum extent appropriate.

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



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When instruction in health, industrial arts, fine arts, music, home economics, and other education programs is provided to groups consisting solely of pupils with disabilities, the size of the groups and age range shall conform to the requirements for special class programs described in the administrative code.

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

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

## H. Determination of eligibility according to NJAC 6A:14-2.3(i)1 and 3.5 through -3.6

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

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

## I. The individualized education program for each educationally disabled pupil shall be developed in accordance with the provisions of the administrative code, at NJAC 6A:14-2.3(i) and NJAC 6A:14-3.7.

The Board shall ensure that an IEP is in effect for every pupil in the district who is receiving special education and related services.

A written individualized education program shall be developed and implemented for each classified pupil and, in accordance with New Jersey law, a review shall be conducted by the appropriate staff members annually or more often, if necessary, to evaluate the disabled pupil's progress and to revise the individualized education program.

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

Documentation shall be maintained of all attempts to secure parent/guardian participation.

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

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

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

1. No more than 90 calendar days after parental consent has been received shall be allowed for the evaluation, determination of eligibility and, if the pupil is eligible, the development and implementation of the IEP. The IEP shall be implemented as soon as possible following the IEP meeting.
  2. The Board of Education will provide the kind and quality of those special education-related services prescribed in the IEP to enable educationally disabled pupils to participate in regular educational programs to the maximum extent appropriate. Such education-related services shall include transportation, ensuring that hearing aids worn by deaf and/or hard of hearing children in school are functioning properly, etc.
- J. Protection of pupils rights in regard to evaluation and reevaluation procedures according to NJAC 6A:14-3.4 and 3.8.

Procedures shall provide all due process protection for the rights of the pupil and his/her parents/guardians whether the pupil is already enrolled in the schools or has been located through the process for identification in the section D of this policy.

In order to achieve the district's goal of providing full educational opportunity to all educationally disabled pupils in accordance with the administrative code, parent/guardian

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participation shall be sought in every successive stage of the special education decisional process. All notifications shall be made and all necessary conferences conducted in the language used for communication by the parent/guardian and the pupil unless it is not feasible to do so, in which case the provisions of administrative code shall be followed. The Superintendent of Schools shall develop and present to the Board for review and adoption procedures for:

1. Giving notice to parents/guardians and adult pupils in accordance with NJAC 6A:14-2.3 when an initial request is being made for consent to evaluate or when a proposal has been made to initiate or change a classification, evaluation or educational placement of the pupil, or the provision of a free, appropriate education. For each instance, all required information and documentation shall be supplied to the parents/guardians within the timelines set by the administrative code. Particular care must be taken to inform parents/guardians and adult pupils of their right to review all educational records with respect to the identification, evaluation and educational placement of the pupil; to appeal these by requesting a due process hearing; and their rights in regard to free and low cost legal services and legal fees;
  2. An independent evaluation at the request of the parent/guardian or adult pupil in accordance with NJAC 6A:14-2.5(c). Such independent evaluation shall be at no cost to the parent/guardian if it is conducted in compliance with administrative code, unless the district Board of Education initiates a due process hearing to show that its evaluation is appropriate and a final determination to that effect is made following the hearing. The IEP team shall consider any independent evaluation submitted to it when making decisions regarding special education and/or related services;
  3. Mediation when disputes arise during any stage of the special education process which cannot be settled between the original parties. A due process hearing may be initiated by the Board of Education, a parent/guardian or adult pupil;
  4. Ensuring what all evaluation procedures, including but not limited to observations, tests and interviews used to determine eligibility and placement of disabled pupils, shall comply with the requirements of NJAC 6A:14-3.4, 3.5 and 3.7.
- K. Placement of educationally disabled pupils in the least restrictive environment according to NJAC 6A:14-4.2.
- Educational placement decisions made for each disabled pupil shall always be, insofar as possible, in the least restrictive environment commensurate with the pupil's educational needs. This means that to the maximum extent appropriate, educationally disabled pupils shall be educated with children who are not educationally disabled. These decisions should be designed to produce a positive effect on the pupil and to ensure the quality of services which he/she requires.

The Superintendent of Schools shall encourage positive attitudes toward the educationally disabled in all district pupils and personnel.

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Special classes, separate schooling or other removal of educationally disabled pupils from the regular educational environment shall occur only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

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

Placement of a disabled pupil in the least restrictive environment shall be determined annually. Placement shall be provided in appropriate educational settings as close to home as possible. When the IEP does not describe specific restrictions, the pupil shall be educated in the school he/she would attend if not disabled.

- L. Establishment and implementation of procedural safeguards according to NJAC 6A:14-2.3 through -2.4 and NJAC 1:6A. The Board of Education directs the Superintendent of Schools to establish and implement the required procedural safeguards.

Procedural safeguards shall include:

1. Giving notice to parents/guardians per NJAC 6A:14-2.3 when an initial request is being made for consent to evaluate or when a proposal has been made to initiate or change a classification, evaluation or educational placement of the pupil, or the provision of a free, appropriate education. For each instance, all required information and documentation shall be supplied to the parents/guardians within the timelines set by the administrative code. Particular care must be taken to inform parents/guardians of their right to appeal and their rights in regard to legal fees;
2. Seeking consent of parents/guardians to the actions in 1, when such consent is required;
3. Seeking parent/guardian participation in conferences and determinations as specified in 1, and in evaluation of the success of the educational plan for their child. When necessary, conference schedules shall be altered to accommodate working parents/guardians;
4. Mediation when disputes arise during any stage of the special education process which cannot be settled between the original parties.

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

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These procedures shall provide all due process protection for the rights of the pupil and his/her parents/guardians. Procedures shall be conducted in strict compliance with the provisions of the administrative code dealing with parental notification, consent and involvement, including determination of the parents/guardians' dominant language and necessary accommodations if the language is other than English or if the parents/guardians are deaf.

To implement achievement of the Board's goal for provision of special education, the Superintendent of Schools shall oversee development of a written plan for special education conforming to the state plan for the educationally disabled. The plan shall consist of policies, procedures, assurances; a comprehensive system of personnel development; data collection and an application that describes the use of IDEA Part B funds.

- M. Complying with other aspects of the district program for special education and/or requirements of NJAC 6A:14

## Written Plan

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

## Discipline

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

A disabled pupil may be removed for disciplinary reasons from his/her current educational placement to an interim alternative educational setting, another setting, or a suspension without the provision of educational services for 4 consecutive or 10 cumulative school days in a school year. Such suspensions are subject to the same district Board of Education procedures as nondisabled pupils. However, at the time of removal, the Principal shall forward written notification and a description of the reasons for such action to the case manager.

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

## Early Intervention

The Superintendent of Schools or designee shall gather and make available to parents/guardians of disabled children below the age of three information regarding ameliorative services and programs provided by other state, county and local agencies. The procedures for such dissemination shall be reviewed and adopted by the Board.

## Preschool Disabled Program

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

## Placement in Nonpublic Schools

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

Pupils shall receive programs and services as specified in NJAC 6A:14-6.1.

## Limited English Proficient

Pupils with limited English proficiency may have educationally disabling conditions that must be addressed in order to provide them the full educational opportunity that is the goal of the district for every child. Evaluation procedures shall be selected so that the pupil's cultural background and language abilities are taken into consideration unless it is clearly unfeasible to do so; and shall accurately reflect the pupil's ability rather than the impairment. All actions under Parent/Guardian Notification, Consent and Participation are to be conducted in the parents/guardians' dominant language, unless that is clearly impossible. In that case, care shall be taken that the facts and procedures are made intelligible to the parents/guardians.

## Cooperation with Other Agencies

The Superintendent of Schools shall investigate the possibilities of working with organizations and agencies providing services for the disabled, and shall present feasible programs and relationships to the Board for consideration.

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## Evaluation of Program

At least annually, the Board shall review in a public meeting evidence of progress toward achievement of the special education plan as a whole, the success of identification procedures specifically, and the effectiveness of implementation of IEPs.

## Eligibility for State and Federal Funds

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

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

## Access

In addition to educational programs, the Board directs that the Superintendent of Schools take into consideration physical access to district facilities for disabled pupils, staff and the community in determining location of programs or planning new facilities per state and federal law.

## Program Implementation

The Board of Education shall ensure that a special education parent advisory group is in place in the district to provide input to the district on issues concerning students with disabilities in accordance with the provisions of NJAC 6A:14-1.2h.

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## Board of Education Policies & Procedures for Eligibility Under Part B of the Idea for 2008-2009

### Part I - Policies

In accordance with Part B of the IDEA and NJAC 6A:14-1.1, NJAC 6A:14-1.2(b) and (c), the district Board of Education shall adopt and assure compliance with the following policies:

#### Policy #1

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

#### Policy #2

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

#### Policy #3

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

#### Policy #4

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

#### Policy #5

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

#### Policy #6

Students with disabilities are included in statewide and district-wide assessment programs, with appropriate accommodations, where necessary according to NJAC 6A:14- 4.10. All students with disabilities will participate in statewide assessments or the applicable Alternate Proficiency Assessment, in grades 3, 4, 5, 6, 7, 8 and 11 in accordance with their assigned grade level.

#### Policy #7

Students with disabilities are afforded the procedural safeguards required by NJAC 6A:14-2.1 et seq., including appointment of a surrogate parent, when appropriate

#### Policy #8

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



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

## Policy #9

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

## Policy #10

Full educational opportunity to all students with disabilities is provided.

## Policy #11

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

## Policy #12

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

## Policy #13

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

## Policy #14

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

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## Policy #15

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

1. Prepare general and special education personnel with the content knowledge and collaborative skills needed to meet the needs of children with disabilities;
2. Enhance the ability of teachers and others to use strategies, such as behavioral interventions, to address the conduct of students with disabilities that impedes the learning of students with disabilities and others;
3. Acquire and disseminate to teachers, administrators, school Board members, and related services personnel, significant knowledge derived from educational research and other sources and how the district will, if appropriate, adopt promising practices, materials and technology;
4. Insure that the in-service training is integrated to the maximum extent possible with other professional development activities; and,
5. Provide for joint training activities of parents and special education, related services and general education personnel.

## Policy #16

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

## Policy #17

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

## Policy #18

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

## Policy #19

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

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## Part II – Procedures

In accordance with Part B of the IDEA and NJAC 6A:14-1.1, NJAC 6A:14-1.2(b) and (c), the district Board of Education shall assure compliance with the following policies and related procedures below:

### Policy #1

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

#### A. Locating pupils with disabilities

1. Brick Township schools will develop a child find fact sheet to provide information pertaining to learning disability indicators, special education services and district contact information.
2. A child find fact sheet will be disseminated throughout the local community, including preschool and child care centers, libraries and post offices, shopping and retail areas, religious centers and other places commonly frequented by the public. Information pertaining to child find will also be printed in local and community newspapers.
3. Child find information will be broadcasted on the school district cable television station, and posted on the district website. Information will also be distributed to the parents of all pupils enrolled in the school district and disseminated to nonpublic schools in the area.
4. Additional means of distribution will include, but is not limited to, the Parent Advisory Committee, School handbooks, parent workshops, PTA/PTO meetings.
5. Child find activities will occur throughout the school year and be coordinated through the office of the Director of Special Services.
6. Child find information will be available in both English and Spanish. Translation services will be provided, when possible, at no cost to the parents, through the district for all child find activities and events, when requested.

#### B. Identifying pupils with potential disabilities

1. Pupils may be identified for eligibility for special education services by parents, school representatives, early intervention providers or any other individuals or agencies that have knowledge of a suspected disability.
2. All newly hired teachers within the district will be provided training on special education services and include the identification of students who may have potential learning disabilities.
3. Workshops, trainings, and seminars will be provided to all district staff with regard to identifying and working with students with potential disabilities.

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4. Child Study Team members will be available for consultation with district staff, parents, and other individuals or agencies, as well as participating on a district Intervention and Referral Service Team (IRST), to provide input and feedback with regard to the identification of students with potential disabilities.

## C. Referring pupils for special education services

1. Parents may request an evaluation by submitting a signed, written request. Requests made by facsimile containing the parent's signature can be accepted. Phone requests and requests submitted via e-mail will not be accepted as a request.
2. District employees, including school administrators, Principals, teachers, related service providers, para-professionals and support staff may formally identify pupils with potential disabilities by submitting a completed Referral Packet.
3. A referral for a Child Study Team Evaluation is appropriate when all available interventions in general education has been attempted and documented and the interventions do not alleviate the student's perceived educational difficulties. The staff of the general education program shall maintain written documentation of the implementation and effectiveness of the implementation and effectiveness of the interventions provided.
4. Other individuals or agencies who suspect a student of having a potential disability may contact any district employee who will direct them and/or their concerns to the appropriate Child Study Team or district administrative staff.
5. Parents, district employees, and other individuals or agencies who suspect a student of having a potential disability may make a direct referral, without the use of interventions, due to the severity of the potential disability or the need for immediate educational services.
6. All written request for referrals will be stamped by the individual receiving the referral request. Upon receipt of a referral request a case manager will be assigned.
7. The case manager will provide the student's current teacher or teachers a Referral Packet for completion.
8. The case manager will ensure that a Building Principal has been informed that the referral process has been initiated via e-mail, providing the Principal with the student's name, the date the parent/guardian request was received, the date the teacher or teachers were provided with the referral packet and the scheduled date and time of the identification meeting.
9. The school nurse shall review and summarize available health and medical information regarding the student and shall transmit the summary to the Child Study Team for the meeting to consider the need for a health appraisal or specialized medical evaluation.

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10. All completed Referral Packets must be signed off by a building Principal and returned to the appropriate Child Study Team. Referral Packets without a Principal's signature will not be accepted.
11. If a student is not yet registered in the district the CST may proceed with the referral process provided that the CST is reasonably sure the student is a legal resident, or eligible to be a legal resident of the district. CST may not implement an IEP for any student until they are legally registered in the district.

## Policy #2

Homeless students are located, identified and evaluated according to NJAC 6A:14-3.3.

1. Homeless students will be located, identified, referred and evaluated in a manner consistent with resident students who attend Brick Township schools as outlined above.
2. Former district students currently residing in other districts under homeless status will either be bussed back to district to continue their education, or will be provided with an appropriate education within the district that they are currently residing.
3. Homeless students, currently residing within the district, will be educated in accordance with their current individual education plan.
4. Homeless students, unaccompanied by a parent or guardian, will be appointed a surrogate parent, when available, to support and act on the best interest of the student, at no cost to the student.
5. Surrogate parents will be identified, trained on special education law and the IEP process, and appointed to students in need, through the office of the Director of Special Services.
6. Homeless students will be provided all services and supports available to resident students who attend Brick Township schools.

## Policy #3

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

### Procedures

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

## Policy #4

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

### Procedures

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

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## Policy #5

Students with disabilities are education in the least restrictive environment according to NJAC 6A:14-4.2.

### Procedures

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

## Policy #6

Students with disabilities are included in statewide and district-wide assessment programs, with appropriate accommodations, where necessary according to NJAC 6A:14- 4.10.

### Procedures

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

## Policy #7

Students with disabilities are afforded the procedural safeguards required by NJAC 6A:14-2.1 et seq. including appointment of a surrogate parent, when appropriate.

### A. Procedures to locate students with disabilities

- Refer to Policy #1, Section A – procedures to locate students with disabilities will duplicate the same procedures as outlined above.

### B. Procedures for interventions in the general education program

1. All district schools will utilize the Intervention and Referral Services Team (IRST) to initiate interventions in the general education program. The functions of the system of intervention and referral services in each school building shall be to:
  - a. Collect thorough information on the identified learning, behavior and health difficulties;
  - b. Develop and implement action plans which provide for appropriate school or community interventions or referrals to school and community resources, based on the collected data and desired outcomes for the identified learning, behavior and health difficulties;
  - c. Provide support, guidance, and professional development to school staff who identify learning, behavior and health difficulties and/or participate in each building's system for planning and providing intervention and referral services;
  - d. Actively involve parents or guardians in the development and implementation of intervention and referral services action plans;

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- e. Coordinate the access to and delivery of school resources and services for achieving the outcomes identified in the intervention and referral services action plans;
  - f. Coordinate the services of community-based social and health provider agencies and other community resources for achieving the outcomes identified in the intervention and referral services action plans;
  - g. Maintain records of all requests for assistance and all intervention and referral services action plans;
  - h. Review and assess the effectiveness of the provisions of each intervention and referral services action plan in achieving the outcomes identified in each action plan and modify each action plan to achieve the outcomes, as appropriate.
2. IRST will be facilitated in each school by the school guidance department, under the guidance of the office of the Director of Student Support Services.
  3. IRST will be comprised of a multidisciplinary team from within each school to ensure a comprehensive approach of providing intervention services.

## C. Procedures for referral

- Refer to Policy #1, Section C – procedures for referral will duplicate the same procedures as outlined above.

## D. Procedures for students in need of a surrogate parent

- Refer to Policy #2 – procedures for ensuring that students in need will have a surrogate parent will duplicate those same procedures as outlined above.

## Policy #8

A free, appropriate public education is available to all students with disabilities between the ages of three and 21.

## A. Procedures regarding the provision of a free, appropriate public education (FAPE) to students with disabilities who are suspended or expelled.

1. Prior to the implementation of a suspension or expulsion, all students with disabilities shall be granted an informal hearing with the Building Principal.
2. Building Principals will provide written notice to both the child's parents and legal guardians, as well as to the student's case manager.
3. Written notice will describe the time and date of the infraction as well as the length of the suspension or expulsion. Written notice will also specify the type of infraction, and contain any other pertinent information, as deemed necessary by the Principal.
4. Case managers will review and document each individual suspension by maintaining a record using the district case manager review of suspension log.

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5. Case managers will review each suspension, in conjunction with previous suspensions, to determine whether a change in placement has occurred and to determine whether it would be prudent to conduct a manifestation determination.
  6. Manifestation Determination meetings will be scheduled as soon as possible for suspensions of 10 days or longer.
  7. When removed from the educational setting for five or more consecutive days or for a period culminating in more than 10 days, students will be provided with home instruction services to ensure implantation of FAPE.
  8. Home instruction services will be provided at a rate of two hours for each day of suspension.
  9. Manifestation Determination meetings will involve the case manager and school administration. Teachers will be involved when necessary. Both the student and parent/guardian (If the student is over the age of 18 the parent/guardian will not be invited unless the parent/guardian has established legal guardianship) will be invited to participate in the Manifestation Determination meeting.
  10. When conducting a Manifestation Determination meeting. The case manager will utilize the Manifestation Determination form.
  11. Manifestation determination meetings will be used as a forum to discuss the addition, deletion or adaptation of services and supports to allow students to progress toward the goals outlined within the IEP, in the least restrictive environment possible.
  12. When assessed an in-school suspension, case managers will ensure that the in-school suspension program complies with the requirements contained in the students IEP.
- B. Procedures regarding the provision of a free, appropriate public education (FAPE) to preschool age students with disabilities have an IEP in effect by their third birthday.
- Refer to policy #1, section B and section C – procedures for ensuring that preschool age students with disabilities seven IEP in effect by the third birthday will duplicate those same procedures as outlined above.
- C. Procedures regarding the provision of a free, appropriate public education (FAPE) for students with disabilities who are advancing from grade to grade with the support of specially designed services.
1. All students will be reassessed at minimum, tri-annually, to establish whether assessments are necessary to determine continued eligibility for special education services and to measure academic progress of students with disabilities as they progress to the educational system.



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2. Meetings to determine the necessity of assessment to establish academic progress or for program planning purposes will be conducted sooner than the tri-annual review at the request of the parent/guardian, and/or teacher, or when the case manager feels like additional information is required in order to ensure a FAPE.
3. Case managers will utilize a multitude of information including, but not limited to, student, parent/guardian and teacher input, standardized testing, and functional performance and observation to assess student progress, and to determine student eligibility and program planning.

## Policy #9

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

1. Child study team case managers will attend transition meetings arranged by the Part C. Service Coordinator for children receiving early intervention services who will shortly be turning three years old.
2. Child study team case managers will use this opportunity to become familiar with the child in order to make themselves aware of any unique situations or needs.
3. Child Study Team Case Managers will provide the parent/guardian with:
  - a. Student registration information and instructions on how to register their child;
  - b. An over view of the special education process, including timelines and procedures;
  - c. Information on in-district programs or out-of-district programs based on the child's potential needs;
  - d. All available supports and services, including related services;
  - e. A release form to grant the district permission to invite the Part C service coordinator to the initial IEP meeting.
4. Provided that the appropriate release has been obtained from the parent/guardian, giving permission for the district to invite the Part C. service coordinator, the Child Study Team case manager will ensure that the parts C. service coordinator is invited to the eligibility conference and, if appropriate, the initial IEP meeting.

## Policy #10

Full educational opportunity to all students with disabilities is provided in accordance with NJAC 6A:14-1.1

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

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## Policy #11

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

### Procedures:

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

## Policy #12

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

### Procedures:

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

## Policy #13

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

### Procedures

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

## Policy #14

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

### Procedures:

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

## Policy #15

The in-service training needs for professional and paraprofessional staff who provide special education, general education or related services are identified and that appropriate in-service training is provided.

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

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## Policy #16

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

1. Through services from the Commission for the Blind and Visually Impaired (CBVI), and resources from the Reading For the Blind and Dyslexic (RFB&D), instructional materials will be provided for blind or print-disabled students.
2. When a student has been identified as having a visual impairment the case manager will share information about CBVI and RFB&D services with the student's parents/guardians.
3. Either the parent/guardian, or the case manager with parental consent, will contact CBVI to make a student referral.
4. Should services be warranted through the CBVI, the case manager will work with the agency representative to ensure that the necessary support and services are included in the students IEP and that all materials and devices are provided in a timely manner.
5. The district will establish a relationship with the RFB&D to provide additional supports and services, including audio books, support materials and trainings to facilitate student learning in the district.
6. Representatives from both the CBVI and RFB&D will be invited to participate in the student's annual review process to provide input to the IEP and future programming.

## Policy #17

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

### Procedures

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

## Policy #18

When the school district utilizes electronic mail, parents/guardians are informed as to whether they may use electronic mail to submit requests to school officials regarding referral, identification, evaluation, classification, and the provision of a free, appropriate public education.

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Procedures:

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

Policy #19

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

Procedures:

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

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## Legal References

NJSA 10:5-1 et seq. Law Against Discrimination  
18A:46-1 et seq. Classes and Facilities for Handicapped Children  
18A:46A-1 et seq. Auxiliary Services

NJAC 5:23-7 Barrier free subcode of the uniform construction code  
6A:7-1.7 Equality in school and classroom practices  
6A:8-1.2 Scope  
6A:8-1.3 Definitions  
6A:8-3.1 Curriculum and instruction  
6A:8-4.1 et seq. Implementation of the Statewide Assessment System  
6A:8-5.1 et seq. Implementation of Graduation Requirements  
6A:9-1.1 et seq. Professional Licensure and Standards  
6A:14-1.1 et seq. Special Education  
6A:15-1.4 Bilingual programs for limited English proficient students  
6A:23-1.1 et seq. Finance and Business Services  
6A:26-6.1 et seq. Planning and Construction Standards for School Facilities  
6A:30-1.1 et seq. Evaluation of the Performance of School Districts  
6A:32-7.1 et seq. Student Records  
6A:32-8.3 School attendance  
6A:32-12.1 Reporting requirements  
6A:32-14.1 Review of mandated programs and services

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.  
20 U.S.C.A. 1400 et seq. - 1990 Individuals With Disabilities Education Act,  
P.L. 101-476 (formerly Education for All Handicapped Children Act--Part B)  
29 U.S.C.A. 794 et seq. - Section 504 of the Rehabilitation Act of 1973  
34 CFR 76.1 et seq. - General Administrative Regulation EDGAR  
34 CFR 77.1 et seq. - General Administrative Regulation EDGAR  
34 CFR 300 - Assistance to States for the Education of Children with Disabilities  
(IDEA Regulations)  
Agostini v. Felton, 521 U.S. 203 (1997), overruling Aguilar v. Felton, 473 U.S. 402 (1985)  
Honig v. Doe, 484 U.S. 305 (1988)  
Oberti v. Board of Education of Clementon School District, 995 F.2d 1204,1216-17 Cedar  
Rapids Community School District v. Garrett F., 526 U.S. 66 (1999)  
Manual for the Evaluation of Local School Districts  
New Jersey Quality Single Accountability Continuum (NJQSAC)

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**Evaluation of the Instructional Program**

**Policy 6300**

Date Adopted: May 28, 2008

Date Revised:

Page 1 of 1

Date Reviewed:

The Board directs the Superintendent of Schools to develop and implement a systematic short-range and long-range plan for the continuing assessment of the progress of the educational program toward the goals established by the district. To this end, he/she shall recommend tests and methods indicated by his/her best professional judgment.

The Board reserves the right to review each test and to approve those that serve a legitimate purpose without infringing upon the personal rights' of the pupils or their parents/guardians.

The Superintendent of Schools using district-wide data may release the results of any evaluation. Parents/guardians may obtain an explanation of the results of their child's test from qualified school personnel.

The Superintendent of Schools shall annually recommend improvements in the program and staff based upon the evaluation of the district's program.

The Board will cooperate with the commissioner in the conduct of such statewide assessment programs as are required by the state Board of Education and shall use the data gained thereby toward the improvement of the schools of this district.

## Legal References

NJSA 18A:7A-10 Evaluation of performance of each school  
18A:7E-2 through -5 School report card program

NJAC 6A:7-1.4 Responsibilities of the district board of education  
6A:8-1.1 et seq. Standards and Assessment  
6A:14-4.1(i) General requirements  
6A:23-8.3 Commissioner to ensure achievement of the Core Curriculum Content Standards  
6A:30-1.1 et seq. Evaluation of the Performance of School Districts  
6A:32-1.2 Definitions

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.  
Manual for the Evaluation of Local School Districts  
New Jersey Quality Single Accountability Continuum (NJQSAC)