

POLICY GUIDE

BYLAWS
0163
Quorum

0163 QUORUM

A quorum **of the Board of Education** shall consist of a **minimum of** four Board members, and no business shall be conducted in the absence of a quorum, except when the Doctrine of Necessity is invoked.

All Board meetings shall be called to commence not later than 8:00 p.m. of the designated day but, if ~~In the event~~ a quorum is not present at the time for which the meeting is called, the Board member or Board members present ~~hour of convening, the meeting may be recessed~~ recess the meeting to a time not later than 9:00 p.m. of the same day; and, ~~if~~ a quorum **be not present at that time, is not then present, the **member or members present may adjourn the meeting to commence not later than 8:00 p.m. of another day, but not more than seven days following the date for which the original meeting was called, but no further recess or adjournment of the meeting shall be made** ~~a later date within seven days.~~**

The Board of Education recognizes ~~that~~ there may be matters that come before the Board or acts required of Board members in their official capacity where the Board member may have a conflict of interest or the act **by a Board member** would be in violation of N.J.S.A. 18A:12-24. In these matters, the Board member(s) **shall will** remove **themselves** ~~himself/herself~~ from any discussions, meetings (informal or formal), committee meetings, and/or a vote regarding the matter. The Board will consider this matter without the Board member(s) who has the conflict.

In the event a matter comes before the Board or an act is required of a Board member in **their** ~~his/her~~ official capacity that is a conflict or would be in violation of N.J.S.A. 18A:12-24, the Board would still be required to have a quorum to consider the matter. However, the New Jersey Department of Education and the School Ethics Commission ~~has~~ envisioned this prohibition could create a situation in which **the number of conflicted Board members would prevent so many Board members have a conflict, that the Board would be unable** to take action on a matter. Therefore, when more than a quorum of the Board members must abstain from voting on a matter **due to a conflict or the act would be in violation of N.J.S.A. 18A:12-24**, the Board will invoke the Doctrine of Necessity consistent with the New Jersey Department of Education and School Ethics Commission guidelines as follows:

A. Board Member(s) in Conflict - Less Than a Majority of The Board



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1. In the event a Board member(s) has a conflict of interest where the Board member will act in **their** ~~his/her~~ official capacity, the Board member must remove **themselves** ~~himself/herself~~ from any discussions, meetings (informal or formal), committee meetings, and/or a vote regarding the matter.
 2. In the event a Board member is unsure whether **they** ~~he/she~~ or any other Board member has a conflict of interest or whether the matter, if acted upon by a Board member(s) is in violation of N.J.S.A. 18A:12-24 - Prohibited Acts, the School Board Attorney will make a determination.
 3. The School Board Attorney will provide the Board of Education an opinion on whether the matter is a conflict of interest or act prohibited by N.J.S.A. 18A:12-24 - Prohibited Acts.
 4. If the Board member(s) believes **they** ~~he/she~~ **have** ~~has~~ a conflict of interest where **they** ~~he/she~~ will act in **their** ~~his/her~~ official capacity or if the School Board Attorney renders an opinion ~~that~~ the Board member has a conflict of interest where the Board member will act in **their** ~~his/her~~ official capacity, the Board member will remove **themselves** ~~himself/herself~~ from any discussions, meetings (informal or formal), committee meetings, and/or a vote regarding the matter.
- B. **Board Member(s) in Conflict** - A Majority of Board Members in Conflict
1. In the event:
 - a. A Board member(s) believes **they** ~~he/she~~ **have** ~~has~~ a conflict of interest **or if acted upon by a Board member is in violation of N.J.S.A. 18A:12-24** ~~where he/she will act in his/her official capacity;~~ or
 - b. If the School Board Attorney renders an opinion ~~that the~~ a Board member(s) has a conflict of interest **or if acted upon by a Board member is in violation of N.J.S.A. 18A:12-24** ~~where the Board member will act in his/her official capacity;~~ and
 - c. The number of Board members that have a conflict would make it so the Board would be unable to take action on the



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matter, then the Board may invoke the “~~Rule [or Doctrine]~~ of Necessity.” (Citing U.S. v. Will, 449 U.S. 200 (1980)).

C. ~~Rule [Or Doctrine]~~ Of Necessity

1. The Doctrine of Necessity may be invoked when more than a quorum of the Board must abstain from voting on a matter.
2. There are three prerequisites necessary for a Board to invoke the Doctrine of Necessity:
 - a. The Board must be unable to act without the members in conflict taking part;
 - b. There must be a pressing need for action, i.e. the matter cannot be laid aside until another date; and
 - c. There can be no alternative forum that can grant the same relief.

~~(Allen v. Toms River Regional Board of Education, 233 N.J. Super 651 (Law Division 1989)).~~

3. When the School Board Attorney advises the Board the Doctrine of Necessity must be invoked in order to obtain a quorum on a vote, the Board must **publicly state: announce that it is invoking the Doctrine.**
 - a. ~~That it is invoking the Doctrine of Necessity; The announcement must include the reason the Board must invoke the Doctrine of Necessity including stating the nature of each Board members conflict.~~
 - b. **The specific reason/purpose for which the Doctrine of Necessity is being invoked; and** ~~The announcement will be in writing and should be recorded in the minutes of the meeting by the Board Secretary at the point when the vote takes place.~~
 - c. **The specific nature of the conflict of interest for each Board member that has a conflict of interest: It is enough for the Board to announce it is invoking the Doctrine and a Board Resolution is not required.**



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- (1) **The specific nature of the conflict of interest for each Board member should include the Board member's name; the name of the immediate family member or relative which is the basis for the conflict of interest, and the position that immediate family member or relative holds; or**
 - (2) **If the specific nature of the conflict of interest for a Board member is a conflict other than an immediate family member or relative, the announcement should include the conflict which is the basis for the conflict of interest.**
4. **When the Board invokes the Doctrine of Necessity, it will adopt a Resolution setting forth the same information as outlined in C.3. above.**
54. **When the Board invokes the Doctrine of Necessity, the Resolution will be:**
 - a. **Read at a regularly scheduled public meeting;**
 - b. **Posted in such places the Board posts public notices for thirty days; and**
 - c. **Provided to the School Ethics Commission** ~~When the Board announces the Doctrine of Necessity is being invoked, the details, parameters and/or other pertinent facts of the matter to be voted should be revealed on an agenda for the public meeting in which the matter is to be voted upon.~~
65. **The Board members who have a conflict in the matter are prohibited from:**
 - a. **Participating in any discussions on the matter prior to the announcement of the invocation of the Doctrine of Necessity at the and public meeting; and**
 - b. **Being present in an executive session when the matter is being discussed** ~~From entering an executive session in order to discuss the merits of the matter or contract; and~~



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- c. ~~From~~ **O**ffering their opinions on the matter at any time prior to the announcement **or the invocation of the Doctrine of Necessity** ~~and public meeting.~~
6. ~~The Board members who have a conflict in the matter may only participate to the extent they may vote after the motion to approve and/or ratify the matter has been made and seconded and the Doctrine of Necessity has been thoroughly explained to the public.~~
7. **The** Board members **who have a** ~~in~~ conflict may only ask questions regarding the matter to be voted on in public and after the Board has invoked the Doctrine of Necessity.
8. **The** Board members **who have a** ~~in~~ conflict may explain their reasons for not voting just before the vote.

N.J.S.A. **18A:10-6**; 18A:12-24

New Jersey School Ethics Commission – Advisory Opinions A10-93(b), and A07-94, and **C07-96**

New Jersey School Ethics Commission – Resolution on Invoking the Doctrine of Necessity – June 25, 2018

Adopted: 21 September 2005



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ADMINISTRATION

1511

Board of Education Website Accessibility

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1511 BOARD OF EDUCATION WEBSITE ACCESSIBILITY

It is the goal of the Board of Education that the information on the school district's **internet** websites **are** ~~is~~ accessible to individuals with disabilities in compliance with the requirements of **Federal law** (Section 504 of the Rehabilitation Act of 1973 and that statute's implementing regulations at 34 C.F.R. Part 104, and Title II of the Americans with Disabilities Act of 1990 and that statute's implementing regulations at 28 C.F.R. Part 35) **and New Jersey law** (N.J.S.A. 18A:36-35.1).

A. **Federal Law – American with Disabilities Act (ADA)**

1. For the purposes of ~~this Policy~~ **the Federal law - Section 504 of the Rehabilitation Act of 1973 and that statute's implementing regulations at 34 C.F.R. Part 104, and Title II of the Americans with Disabilities Act of 1990 and that statute's implementing regulations at 28 C.F.R. Part 35 and this Policy**, "school district website" includes, but is not limited to, the internet home page, all subordinate pages, school or school district department pages, intranet pages and sites, and includes online content and functionality, developed by, maintained by, or offered through a third-party vendor or by using open sources.
2. The accessibility of online content and functionality will be measured according to the **most up-to-date version of the World Wide Web Consortium's (W3C) Web Content Accessibility Guidelines (WCAG) 2.0 Level AA** and the Web Accessibility Initiative Accessible Rich Internet Application Suite (WAI-ARIA) 1.0 for web content (benchmarks for measuring accessibility).
3. By conforming to the benchmarks for measuring accessibility set forth above, the Board of Education will ensure that people with disabilities have an opportunity equal to that of their nondisabled peers to access the information on the district's website, ~~except where doing so would impose an undue burden or create a fundamental alteration of the district's website. When fundamental alteration or undue burden defenses apply, the district will make reasonable modifications/accommodations for individuals with disabilities in order to provide equally effective~~



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~~alternate access. In providing such access, the district will ensure that to the maximum extent possible individuals with disabilities receive the same benefits or services as their nondisabled peers. To provide equally effective alternate access, alternates are not required to produce the identical result or level of achievement for persons with and without disabilities, but must afford persons with disabilities equal opportunity to obtain the same result, to gain the same benefit, or to reach the same level of achievement.~~

4. To ensure ~~that~~ the district's website conforms with the above benchmarks for measuring accessibility, ~~except where doing so would impose an undue burden or create a fundamental alteration of the district's website,~~ the Superintendent of Schools will designate a school staff member to act as the Website Accessibility Coordinator. The Coordinator will:

~~a1.~~ Ensure that in-house staff and contractors responsible for webpages and webpage content development are properly trained on the Board of Education's website accessibility policy and procedures;

~~b2.~~ Ensure that all new, newly added, and modified online content and functionality is accessible to people with disabilities as measured by conformance to the above benchmarks by, among other things:

~~(1)a.~~ Checking the hypertext markup language (HTML) of all new webpages on the website to make sure that accessible elements are used, including "alt" tags, long descriptions, and captions, as needed;

~~(2)b.~~ Ensuring that webpages are designed in a manner that allows them to be displayed using a visitor's own settings for color and fonts, and can be navigated with a keyboard;

~~(3)e.~~ If images are used, including photos, graphics, scanned images, or image maps, making sure to include text equivalents for them, using "alt" tags and/or long descriptions for each and ensuring the text equivalents convey the meaningful information presented visually by the image;

~~(4)d.~~ If online forms and tables are used, making those elements accessible;



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- ~~(5)e.~~ Ensuring that videos appearing on the website include appropriately synchronized audio description and captions;
 - ~~(6)f.~~ Ensuring when posting new documents on the website, the documents shall be provided in HTML or another text-based format (even if they are provided in another format, such as portable document format (PDF)). If documents are provided in both formats, provide both formats at the same time so people with disabilities have the same degree of access as others;
 - ~~(7)g.~~ Periodically enlisting people with a variety of disabilities to test the Board of Education's webpages for accessibility and ease of use and use this information to increase the Board's website accessibility;
 - ~~(8)h.~~ Periodically coordinating the audit of existing content and functionality of the website to identify online content or functionality that is inaccessible to persons with disabilities; and
 - ~~(9)i.~~ Developing and carrying out a corrective action plan, when necessary, for making the district's existing web content accessible.
- c3. Ensure that alternative means are available for people with disabilities to access information, programs, and services that are normally provided on the Board's website.

B. New Jersey Law – N.J.S.A. 18A:36-35.1

- 1. For the purpose of New Jersey law – N.J.S.A. 18A:36-35.1 and this Policy, “internet website or web service” includes any webpage, website, web service, online curriculum, or online third party or open educational resource product that is made available to enrolled students or the public by the school district.**
- 2. Pursuant to N.J.S.A. 18A:36-35.1, no school district shall make available to the enrolled students of the district or school or to the public an Internet website or web service unless the**



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Internet website or web service complies with the most up-to-date version of the World Wide Web Consortium's (W3C) Web Content Accessibility Guidelines (WCAG) if the Guidelines are approved by the Commissioner of Education, or any other applicable guidelines or requirements as may be designed or approved by the Commissioner of Education.

- 3. In accordance with N.J.S.A. 18A:36-35.1.a. and b., the school district is required to submit a statement of assurance attesting to compliance with N.J.S.A. 18A:36-35.1 as required by the Commissioner of Education.**

This Policy establishes minimum standards for the accessibility of web-based information and services considered necessary to meet the district's goals and ensure compliance with applicable **Federal and State** laws.

Section 504 of the Rehabilitation Act of 1973
Title II of the Americans with Disabilities Act of 1990
34 C.F.R. Part 104; 28 C.F.R. Part 35
N.J.S.A. 18A:36-35.1

Adopted: 18 March 2020



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PROGRAM

2415

Every Student Succeeds Act

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2415 EVERY STUDENT SUCCEEDS ACT

The Every Student Succeeds Act (ESSA) is a reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965 that provides Federal funds to help all New Jersey's school children achieve. The purpose of the ESSA is to ensure all students have equitable access to high-quality educational resources and opportunities and to close educational achievement gaps. The Board of Education elects to augment the instructional program of students by projects supported by Federal funds allocated under the ESSA and the district will comply with the requirements of all the programs authorized by the ESSA.

The district may be eligible for several grant programs funded through the ESSA, including, but not limited to, Title I through Title VII. Many of the Titles of the ESSA have several parts and subparts that provide a funding source for specific purposes.

Application Procedure

The district will submit an annual ESSA Consolidated Formula Subgrant Application to the New Jersey Department of Education (NJDOE). The school district's application shall include all information required by the NJDOE and the ESSA for the district to be considered for funding under the ESSA.

Covered Programs

Formula grants under the ESSA are non-competitive grants that school districts are eligible for based on the make-up of their student bodies. These formula grants for each Title are committed to different purposes and may be used to support different activities and programs.

Title I

The largest Federal program supporting elementary and secondary education is Title I. The ESSA strengthens Title I requirements for the State's assessments, accountability system, and support for school improvement. The law also requires minimum qualifications for teachers and paraprofessionals in Title I programs.



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The school district must use the best available measure for identifying children from low-income families to: identify eligible school attendance areas, determine the ranking of each area, and determine allocations as identified in the Title I guidelines and regulations.

The school district will offer Title I services to eligible children enrolled in private elementary and secondary schools. The services and benefits will be equitable in comparison to services and benefits for participating public school children.

The school district will provide the New Jersey Department of Education assurances it will provide the maximum coordination between the Title I program, the regular school program, and services provided by other programs for specialized populations. The Title I program will consider the special needs of homeless children, migrant children, children with disabilities and limited English Language Learner (ELL) children. Title I funds will be reserved so that migrant children who are otherwise eligible to receive Title I services, even if they arrive during the school year, are served.

Type of Title I Program

The school district will offer a Target Assistance Title I program.

Target Assistance Program

Schools that are not eligible for (or do not choose to operate) school-wide Title I programs must use Title I funds to provide targeted services to low-achieving students. A Target Assistance program must be established in accordance with the Title I guidelines and regulations and the New Jersey Department of Education.]

New Jersey Department of Education Accountability System

The district will comply with the accountability system established by the New Jersey Department of Education and outlined in the New Jersey State Plan and approved by the United States Department of Education.

Fiscal Responsibility

The district will comply with the requirements as outlined in Policy 2415.02 Title I – Fiscal Responsibilities in accordance with the NJDOE and the ESSA.

Staff



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The district will comply with the staff certification requirements of the ESSA and the NJDOE. In addition, the district will ensure all paraprofessionals meet the requirements as established by the ESSA and as outlined in Policy 4125 – Employment of Support Staff Members.

Parent and Family Engagement ~~Parental Involvement~~

The district will comply with the requirements as outlined in Policy 2415.04 – **Title I – District-Wide Parent and Family Engagement** ~~Parental Involvement~~ and Policy 2415.50 – **Title I – School Parent and Family Engagement as applicable** in accordance with the NJDOE and the ESSA.

Student Surveys, Analysis, and/or Evaluations

The Protection of Pupil Rights Amendment (PPRA) applies to school districts that receive Federal funding from the United States Department of Education. The district will comply with the requirements as outlined in Policy 2415.05 - Student Surveys, Analysis, and/or Evaluations in accordance with the PPRA.

Unsafe School Choice Option

In the event there is a school in the district designated as Persistently Dangerous in accordance with the Victims of Violent Criminal Offenses as outlined in the ESSA, the district will comply with the requirements of Policy 2415.06 – Unsafe School Choice Option in accordance with the NJDOE and the ESSA.

Property

Property acquired through Title I funds for use in public or private schools will be acquired in accordance with the Public School Contracts Law, will be held in title by the Board of Education, and will not be used for other purposes so long as it is required in the Title I program. Property no longer required for Title I purposes will be used for other, similarly funded projects or disposed of in accordance with State and Federal guidelines.

Capital Expenses

The Superintendent will assure the district abides by New Jersey's Public Contracts Law; consults appropriate private school officials prior to making any decisions regarding capital expenses; ensure funds that are received to cover capital expenses provide equitable Title I services to private school students; ensure accounts for any capital funding is separately maintained; and assure lease purchase agreements are consistent with applicable statute and administrative code.



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Post-Award Requirements

The school district will maintain all project records for five years following the completion of the activity for which the funds were used. The school district will prepare and submit all reports as required by the State Department of Education in a timely manner.

Supplement, Not Supplant

Grant funds provided under Federal programs, including the ESEA of 1965 as amended by the ESSA, shall supplement, not supplant the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under the ESEA of 1965 as amended by the ESSA.

Evaluation

The Superintendent or designee will evaluate the ESSA programs as required by the United States and the New Jersey Departments of Education.

Elementary and Secondary Education Act of 1965 (20 U.S.C. 2701 et seq.) as amended by the Every Student Succeeds Act.

Adopted: 21 September 2005

Revised: 12 May 2021



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PROGRAM

2415.04

Title I – District-Wide **Parent and Family Parental
Involvement Engagement**
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2415.04 TITLE I – DISTRICT-WIDE PARENT AND FAMILY PARENTAL INVOLVEMENT ENGAGEMENT

In support of strengthening student academic achievement, each school district that receives Title I, Part A funds must develop jointly with, agree on, and distribute to, parents of participating children a written parent and family engagement policy that contains information required by Section 1116(a)(2) of the Elementary and Secondary Education Act (ESEA). This Policy establishes the school district's expectations for parent and family engagement, describes how the school district will implement a number of specific parent and family engagement activities, and is incorporated into the school district's Annual School Plan (ASP).

A. General Expectations

1. The school district agrees to implement the following statutory requirements:
 - a. The school district will put into operation programs, activities, and procedures for the involvement of parents in all its schools with Title I, Part A programs, consistent with Section 1116 of the ESEA. These programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
 - b. Consistent with Section 1116 of the ESEA, the school district will work with its schools to ensure that the required school-level parent and family engagement policies meet the requirements of Section 1116(b) of the ESEA, and each include, as a component, a school-parent compact consistent with Section 1116(d) of the ESEA.
 - c. The school district will incorporate this district-wide parent and family engagement policy into its school district's plan developed under Section 1112 of the ESEA.
 - d. In carrying out the Title I, Part A parent and family engagement requirements, to the extent practicable, the



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school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- e. If the school district's plan for Title I, Part A, developed under Section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan if requested by the New Jersey Department of Education (NJDOE).
- f. The school district will involve the parents of children served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds reserved for parent and family engagement is spent, and will ensure that not less than ninety percent of the one percent reserve goes directly to the schools.
- g. The school district will be governed by the following statutory definition of parent and family engagement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:
 - (1) "Parent and family engagement" means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
 - (a) That parents play an integral role in assisting their child's learning;
 - (b) That parents are encouraged to be actively involved in their child's education at school;
 - (c) That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and



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- (d) The carrying out of other activities, such as those described in Section 1116 of the ESEA.
 - h. For states where a Parental Information and Resource Center is established, the school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the state.
- B. Description of How District Will Implement Required District-Wide Parent and Family Engagement Policy Components
 - 1. The school district will take the following actions to involve parents in the joint development of its district-wide parent and family engagement plan under Section 1112 of the ESEA:
 - a. **Convene an annual meeting, at a convenient time, to which all parents of participating students shall be invited and encouraged to attend, to inform parents of the school's participation and the requirements of this policy, and of their rights.**
 - b. **Involve parents in the planning, review, and the improvement of the parental involvement policy and the school wide plan for program implementation.**
 - 2. The school district will take the following actions to involve parents in the process of school review and improvement under Section 1116 of the ESEA:
 - a. **Provide all parents of participating students with a description and explanation of the curriculum in use, the assessments used to measure student's progress, and the proficiency levels students are expected to meet.**
 - 3. The school district will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance:
 - a. **The district will pay reasonable and necessary expenses associated with parental involvement activities, including transportation costs, to enable parents to participate in school-related meetings and training sessions.**



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- b. Arrange for child-care services if necessary for parents to attend meetings.**
- 4. The school district will coordinate and integrate parent and family engagement strategies in Title I, Part A with parent and family engagement strategies under the following other programs (Such as: Head Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs), by:
 - a. Sending notices and flyers pertaining to the school's Title I program to all schools and agencies providing services to Avon's students.**
- 5. The school district will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parent and family engagement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parent and family engagement policy and activities to design strategies for more effective parent and family engagement, and to revise, if necessary (and with the involvement of parents) its parent and family engagement policies.
 - a. Establishing a district-wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;**
- 6. The school district will build the schools' and parents' capacity for strong parent and family engagement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:



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- (1) The challenging State academic standards;
 - (2) The State and local academic assessments including alternate assessments;
 - (3) The requirements of Title I, Part A;
 - (4) How to monitor their child's progress; and
 - (5) How to work with educators:
 - (a) **offer professional development opportunities relating to the educator's teaching/school experiences**
 - (b) **provide necessary and applicable technology equipment to assist in delivery of instruction**
 - (c) **continually assess and review curriculum materials to appropriately align with student needs within the district**
- b. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parent and family engagement, by:
- (1) **provide workshops and trainings to families in order to assist their child/children's academic achievement**
 - (2) **offer parents/guardian's to extend at home learning opportunities**
 - (3) **make curriculum available to parents that align with their educational progression**
- c. The school district will, with the assistance of its schools and parents, educate its teachers, student services personnel, principals, other school leaders, and other staff, in how to reach out to, communicate with, and work with



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parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

(1) Including information about the Title I program on the agenda of at least one scheduled and planned Faculty/Staff meeting during each school year.

d. The school district will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with Head Start, 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 in more fully participating in the education of their children, by:

(1) Sending informational flyers regarding Title I program meetings, parent conferences to all agencies and schools serving Avon children.

e. The school district will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

(List actions)

(1) Information will be posted on the district web site and will be sent out to the community through e-messaging.

C. Discretionary District-Wide Parent and Family Engagement Policy Components

1. The District-Wide Parent and Family Engagement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their



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children's academic achievement, such as the following discretionary activities listed under Section 1116(e) of the ESEA:

- a. Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- b. Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- c. Paying reasonable and necessary expenses associated with parent and family engagement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- d. Training parents to enhance the involvement of other parents;
- e. In order to maximize parent and family engagement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- f. Adopting and implementing model approaches to improving parent and family engagement;
- g. Establishing a district-wide parent advisory council to provide advice on all matters related to parent and family engagement in Title I, Part A programs;
- h. Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parent and family engagement activities; and
- i. Providing other reasonable support for parent and family engagement activities under Section 1116 as parents may request.

D. Adoption



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This Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the Superintendent of Schools or designee. This Policy was adopted by the Board of Education on the adoption date noted at the end of this Policy and will be in effect for the period of one year and will be updated as needed on an annual basis. The school district will distribute this Policy to all parents of participating Title I, Part A children on or before October 1 of each school year.

Elementary and Secondary Education Act, Title I, Section 1116(a)(2)

Adopted: 21 September 2005

Revised: 21 February 2007; 25 April 2012



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PROGRAM

2415.50

Avon Elementary School Title I – School Parent
and Family Engagement

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2415.50 AVON ELEMENTARY SCHOOL TITLE I – SCHOOL PARENT AND FAMILY ENGAGEMENT

A. District Expectations

1. In accordance with the requirements of Title I, Section 1116(a)(2), ESEA, the Board of Education agrees to implement the following statutory requirements:
 - a. The school district will put into operation programs, activities, and procedures for the involvement of parents in all its schools with Title I, Part A programs. These programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
 - b. The school district will work with its schools to ensure the required school-level parent and family engagement policies meet the Title I, Part A requirements, and include, as a component, a school-parent compact.
 - c. The school district will incorporate this School Parent and Family Engagement Policy into its district plan.
 - d. In carrying out the Title I, Part A parent and family engagement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents of children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
 - e. If the school district plan for Title I, Part A funds is not satisfactory to the parents of participating children, the school district will submit any parent comments with the



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plan upon request by the New Jersey Department of Education (NJDOE).

- f. The school district will involve the parents of children served in Title I schools in decisions about how the one percent of Title I, Part A funds reserved for parent and family engagement is spent, and will ensure that not less than ninety percent of the one percent reserved goes directly to the schools. (Only applicable for districts with Title I, Part A allocations greater than \$500,000.)
- g. The school district will be governed by the following statutory definition of parent and family engagement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:
 - (1) “Parent and family engagement” means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
 - (a) That parents play an integral role in assisting their child’s learning;
 - (b) That parents are encouraged to be actively involved in their child’s education at school;
 - (c) That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
 - (d) The carrying out of other activities, such as those described in section 1116 of the ESEA.
- h. The school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in New Jersey.

B. School Parent and Family Engagement Policy Required Components



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1. The school will take the following actions to involve parents in the joint development of its district/school parent and family engagement plan:
 - a. Convene an annual meeting, at a convenient time, to which all parents of participating students shall be invited and encouraged to attend, to inform parents of the school's participation and the requirements of this policy, and of their rights.
 - b. Involve the parents in the planning, review, and the improvement of the parental involvement policy and the school wide plan for program implementation.

2. The school will convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A, and to explain the requirements of this part and the right of the parents to be involved:

The school will conduct an annual meeting before the scheduled Back-to-School Night each year during the opening weeks of the new school year.

3. The school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I, Part A, transportation, child care, or home visits, as such services relate to parent and family engagement:
 - a. The district will pay reasonable and necessary expenses associated with parental involvement activities, including transportation costs, to enable parents to participate in school-related meetings and training sessions.
 - b. Arrange for child-care services, if necessary, for parents to attend meetings.

4. The school will provide the following necessary coordination, technical assistance, and other support to assist Title I schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance:



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- a. Sending notices and flyers pertaining to the school's Title I program to all schools and agencies providing services to Avon's students.
 - b. Offer translation services pertaining to community interactions, when available, to assure parental understanding and engagement.
5. The school will build the schools' and parents' capacity for strong parent and family engagement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
- a. The school will, with the assistance of its Title I schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following:
 - (1) The challenging, state academic standards;
 - (2) The state and local academic assessments including alternate assessments;
 - (3) The requirements of Title I, Part A;
 - (4) How to monitor their child's progress; and
 - (5) How to work with educators to improve the achievement of their children.
 - (a) offer professional development opportunities relating to the educator's teaching/school responsibilities
 - (b) provide necessary and applicable technology equipment to assist in the delivery of instruction.
 - (c) Continually review and assess curriculum materials to appropriately align with student needs within the district



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6. The school will provide parents of participating children, 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 practically possible.
 - a. The school will, with the assistance of its Title I schools, provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent and family engagement, by:
 - (1) provide workshops and training to families in order to assist their child/children's academic achievement
 - (2) offer parents and guardians resources to extend at home learning opportunities
 - (3) make curriculum available to parents that align with their educational progression
 - b. The school will, with the assistance of its Title I schools and parents, educate its teachers, student services personnel, principals, other school leaders, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners to implement and coordinate parent programs and build ties between parents and schools, by:
 - (1) Information will be posted on the district website and will be sent out to the community through e-messaging.
 - (2) Communication will be shared by teachers and staff members through various channels including, but not limited to, i.e.; classroom newsletters, teacher/class websites, parent/guardian notices, etc.
 - c. The school will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with Head Start, Home Instruction Programs for Preschool Youngsters, Parents as Teachers



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Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

- (1) Integrated Pre-School Program
 - (2) Avon Home School Association
 - (3) Parent/Guardian Grade Level Volunteers
- d. The school will take the following actions to ensure that Title I information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- (1) Sending informational flyers regarding Title I program meetings, parent conference to all agencies and schools serving Avon students.
 - (2) Information will be posted on the district website and will be sent out to community through e-messaging.
 - (3) Sending notices and flyers pertaining to the school's Title I program to all schools and agencies providing services to Avon's students.
7. The school will coordinate and integrate parent and family engagement strategies under Title I with parent and family engagement strategies under the following programs: [Such as: Head Start, Parents as Teachers, Home Instruction Programs for Preschool Youngsters, and state-operated preschool programs], by:
- a. Integrated Pre-School Program
 - b. Avon Home School Association
 - c. Parent/Guardian Grade Level Volunteers



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8. The school will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the quality of its Title I schools. The evaluation will include identifying barriers to greater participation by parents in parent and family engagement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parent and family engagement policy and activities to design strategies for more effective parent and family engagement, and to revise if necessary (and with the involvement of parents) its parent and family engagement policies:
 - a. Parents and guardians will participate in a Needs Assessment that addressed and highlights the areas of parental and family engagement.
 - b. School personnel will disaggregate the data from the Needs Assessments, applicable to staff and parent/guardian surveys, and/or feedback from activities in order to assist in future planning within the school.
 - c. Data and results will be shared with parents and guardians for potential revision to parental and family engagement programs and opportunities pertaining to school wide needs.

9. The school will take the following actions to involve parents in the process of school review and improvement:
 - a. Involve parents in the planning, review, and the improvement of the parental involvement policy and the school wide plan for program implementation.
 - b. Provide all parents of participating students with a description and explanation of the curriculum in use, the assessments used to measure student's progress, and the proficiency levels students are expected to meet.
 - c. The School Climate Team will support and assist parents in the process of reviewing the school improvement programs.



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10. If the Annual School Plan (school-wide program plan) is not satisfactory to the parents of participating children, submit any parent comments on the Annual School Plan (ASP) when the school makes the plan available to the local educational agency:
 - a. Establish a district-wide advisory council to provide advice on all matters related to parental involvement in related programs.
 - b. The School Climate Team will support and assist parents in the process of reviewing the school improvement programs
 - c. Involve parents in the planning, review, and the improvement of the parental improvement policy and the school wide plan for program implementation.

C. Shared Responsibilities for High Student Academic Achievement

1. As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement:
 - a. School-Parent Compact
 - b. Offer parent(s)/guardian(s) an opportunity to discuss student progress during Parent-Teacher Conferences, via Students Progress Reports, and/or when attending Back-to-School Night.
 - c. School personnel will seek feedback from parents/guardians regarding student academic progress and academic achievement.

D. Discretionary School Parent and Family Engagement Policy Components

1. The School Parent and Family Engagement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities:



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- a. Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.
- b. Provide necessary literacy training for parents from Title I, Part A funds received, if the school district has exhausted all other reasonably available sources of funding for such training.
- c. Pay reasonable and necessary expenses associated with parent and family engagement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions.
- d. Train parents to enhance the involvement of other parents.
- e. In order to maximize parent and family engagement and participation in their children's education, 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.
- f. Adopt and implement model approaches to improve parent and family engagement.
- g. Establish a district-wide parent advisory council to provide advice on all matters related to parent and family engagement in Title I, Part A programs.
- h. Develop appropriate roles for community-based organizations and businesses in parent involvement activities.
- i. Provide other reasonable support for parent and family engagement activities under this section as parents may request:
 - (1) School Wide Events in which the students participate in
 - (2) Avon Home School Association
 - (3) Parent and Family Workshops



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E. Accessibility

1. In carrying out the parent and family engagement requirements of this part, districts and schools, to the extent practicable, shall provide full opportunities for the participation of parents of children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports required in a format and, to the extent practicable, in a language such parents can understand:
 - a. The school will offer translation services, when available
 - b. The school will share information by communicating with parents in their home languages, when available
 - c. The school will provide translated literacy materials, when available

F. Adoption

1. This School Parent and Family Engagement Policy has been developed jointly with, and agreed on, parents of children participating in Title I, Part A programs, as evidenced by meeting minutes.
2. This Policy was adopted by the Board of Education on the adoption date noted at the end of this Policy and will be in effect for the period of the school year. The school district will distribute this Policy to all parents of participating Title I children on or before October 1 of each school year.

Elementary and Secondary Education Act, Title I, Section 1116(a)(2)

Adopted:



POLICY GUIDE

TEACHING STAFF MEMBERS

3216

Dress and Grooming

3216 DRESS AND GROOMING

The Board of Education believes ~~that~~ the appearance and dress of teaching staff members is an important component of the educational program of this school district. The attitude of teaching staff members about their professional responsibilities and the importance of education in the lives of their ~~pupils~~ **students** are reflected in their dress and appearance. ~~The Board expects that teachers will dress to support~~ **Accordingly, in order to create** an atmosphere of respect for **teaching staff members** ~~teachers~~ and an environment conducive to discipline and learning, **the Board establishes the following rules for the dress of teaching staff members in the performance of their professional duties:**

1. **Acceptable attire for teaching staff members shall include, but not be limited to, dresses, skirts, blouses, suits, sweaters, pants, and dress shirts with or without a tie;**
2. **Inappropriate attire within the regular school day includes, but is not limited to, the following:**
 - a. **Jeans (unless approved by the Superintendent or designee for a special activity or event);**
 - b. **T-shirts;**
 - c. **Strapless shirts and dresses;**
 - d. **Sweatshirts, shorts, sweatpants, workout attire unless approved by the Superintendent or designee;**
 - e. **Beachwear; and**
 - f. **Hats and/or head coverings unless approved by the Superintendent or designee for medical or religious reasons.**
 - g. _____
 - h. _____



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i. _____

3. **The clothing and appearance of all teaching staff members shall be clean and neat;**
4. **No clothing may be worn that constitutes a danger to health or safety to the wearer or to others, and no clothing may be worn that interferes with the instructional program;**
5. **A teaching staff member may request a waiver of this dress code for the performance of particular duties. Such waivers may be granted by the Superintendent or designee;**
6. **The Superintendent or the teaching staff member's supervisor, as appropriate, shall determine whether a violation of this dress code has occurred and shall discuss the violation with the teaching staff member concerned. Where a single violation so warrants or violations recur, the Superintendent or supervisor may enter a reprimand in the teaching staff member's file and may recommend other appropriate disciplinary measures.**

N.J.S.A. 18A:27-4

Adopted: 21 September 2005

Revised: 15 March 2006



POLICY GUIDE

TEACHING STAFF MEMBERS 3270 Professional Responsibilities

3270 PROFESSIONAL RESPONSIBILITIES

The Board of Education will establish and enforce rules for the assignment of specific duties to teaching staff members and for the conduct of teaching staff members during the work day.

Teaching staff members assigned specific instructional responsibilities and as designated by the Superintendent shall prepare regular lesson plans ~~The Board directs the Superintendent to requires the preparation of lesson plans each teacher that implement the goals and objectives of the educational program. Teachers shall also be responsible for providing adequate direction and guidance to substitutes. Lesson plans will~~ **shall** be subject to ~~periodic~~ review by _____ **the teaching staff member's Superintendent or designee and/or immediate supervisor as assigned by the Superintendent.**

~~The Superintendent shall apply uniformly throughout the district, except as may otherwise be provided in this policy, the following additional rules for teaching staff member conduct:~~

- ~~1. During the work day, teaching staff members may be assigned extra or alternative duties by the _____ in accordance with Board Policy No. 3134;~~
- ~~2. Teaching staff members are expected to attend every faculty meeting unless expressly excused by the _____;~~

During the work day, teaching staff members may be assigned extra or alternative duties by the Superintendent or designee in accordance with Policy 3134. Teaching staff members are to attend every faculty meeting unless expressly excused by the Superintendent or designee.

Optional

~~[A teaching staff member who is excused from attending a faculty meeting must meet with the _____ the following day to review the topics covered at the meeting;]~~



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3. ~~Teaching staff members may not leave the school grounds during mealtime without the express permission of the _____.~~

~~Teaching staff members who are assigned as department heads or who are assigned to work on curriculum revision during the regular school day will be given an appropriate reduction in teaching assignments.~~

N.J.S.A. 18A:27-4

N.J.A.C. 6A:9-3.3

Adopted: 21 September 2005

Revised: 15 March 2006



POLICY GUIDE

SUPPORT STAFF MEMBERS

4216

Dress and Grooming

4216 DRESS AND GROOMING

The Board of Education believes the appearance and dress of support staff members is an important component of the educational program of this school district. The attitude of support staff members about their professional responsibilities and the importance of education in the lives of students are reflected in their dress and appearance. Accordingly, in order to create an atmosphere of respect for support staff members and an environment conducive to discipline and learning, the Board establishes the following rules for the dress of support staff members in the performance of their professional duties:

1. Acceptable attire for support staff members shall include, but not be limited to, dresses, skirts, blouses, suits, sweaters, pants, and dress shirts with or without a tie;
2. Inappropriate attire within the regular school day includes, but is not limited to, the following:
 - a. Jeans (unless approved by the Superintendent or designee for a special activity or event);
 - b. T-shirts;
 - c. Strapless shirts and dresses;
 - d. Sweatshirts, shorts, sweatpants, workout attire unless approved by the Superintendent or designee;
 - e. Beachwear; and
 - f. Hats and/or head coverings unless approved by the Superintendent or designee for medical or religious reasons.
 - g. _____
 - h. _____
 - i. _____



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3. The clothing and appearance of all support staff members shall be clean and neat;
4. No clothing may be worn that constitutes a danger to health or safety to the wearer or to others, and no clothing may be worn that interferes with the instructional program;
5. A support staff member may request a waiver of this dress code for the performance of particular duties. Such waivers may be granted by the Superintendent or designee or the support staff member's immediate supervisor;
6. The Superintendent or the support staff member's supervisor, as appropriate, shall determine whether a violation of this dress code has occurred and shall discuss the violation with the support staff member concerned. Where a single violation so warrants or violations recur, the Superintendent or supervisor may enter a reprimand in the support staff member's file and may recommend other appropriate disciplinary measures.

N.J.S.A. 18A:27-4

Adopted:



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STUDENTS

5513

Care of School Property

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5513 CARE OF SCHOOL PROPERTY

The Board of Education believes ~~that~~ the schools **district** should help students learn to respect property and ~~instill to develop~~ feelings of pride in **their school community institutions**. The Board **requires** ~~charges~~ each student ~~enrolled in the~~ **this district to responsibly** ~~with responsibility for the proper care for~~ of school property and the school supplies and equipment entrusted to **the student** ~~his/her use by the school district~~.

Students who cause damage to **or lose** school property ~~may will~~ be subject to disciplinary measures. The Board authorizes the imposition of a fine for the loss, damage, or **destruction** ~~defacement~~ of a textbook and reserves the right to withhold a report card or diploma from any student whose payment of a fine is in arrears.

A student who demonstrates chronic and/or serious disregard for property may be referred to the Child Study Team.

The Superintendent shall develop rules for the safekeeping and accounting of textbooks and prepare a schedule of fines for lost, ~~and~~ damaged, **and destroyed** textbooks.

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

N.J.A.C. 6A:~~23A-20.623-6.6~~

~~Cross reference: Policy Guide Nos. 2520, 7610, 8461, 9260~~

Adopted: 21 September 2005



POLICY GUIDE

STUDENTS

5517

School District Issued Student Identification Cards

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5517 SCHOOL DISTRICT ISSUED STUDENT IDENTIFICATION CARDS

The Board of Education recognizes school building security measures are important for the safety and welfare of all students, staff, parents, and community members in school buildings. In recognizing this important responsibility, the Superintendent or designee may require students to carry a school district issued Identification Card.

An Identification Card will be issued to all students in all school buildings,

[Required For Any Grades Seven through Twelve

The Identification Card shall have printed on the back the telephone number for the New Jersey Suicide Prevention Hopeline (NJ Hopeline) and contact information for a crisis text line pursuant to N.J.S.A. 18A:6-113.1. The district may, in addition to the telephone number for the NJ Hopeline and contact information for a crisis text line, provide the contact information for the National Suicide Prevention Lifeline, a school district crisis center, or any other mental health support services pursuant to N.J.S.A. 18A:3B-73.2.]

The Superintendent or designee may require a student to present their Identification Card at any time during the school day or at any time during a school-sponsored activity on school grounds.

Notwithstanding any provision of this Policy, the Superintendent or designee may also require students carry their Identification Card at any school-sponsored, off-campus activity, including but not limited to, field trips or interscholastic sports programs pursuant to N.J.S.A. 18A:36-43a. The provisions of this Policy shall not be construed to require a student to carry the Identification Card while participating in an athletic contest or competition, an activity involving fine arts or performing arts, or any other activity that the Commissioner of Education determines does not require the physical possession of an Identification Card. An Identification Card used in accordance with N.J.S.A. 18A:36-43a shall include, but need not be limited to, the following information: the student's name; an up-to-date photograph; and the current school year.

Any student who fails to have the Identification Card in their possession or fails to present it when required may be denied access to an event or activity and may be subject to appropriate discipline.



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An Identification Card issued in accordance with this Policy shall not be considered a government record pursuant to P.L. 1963, c.73 (N.J.S.A. 47:1A-1 et seq.), P.L. 2001, c.404 (N.J.S.A. 47:1A-5), or the common law concerning access to government records.

N.J.S.A. **18A:3B-73.2**; **18A:6-113.1**; 18A:36-43

Adopted: 11 December 2019



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STUDENTS
5722
Student Journalism
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5722 STUDENT JOURNALISM

The Board of Education believes it is important to afford students the opportunity to exercise their creativity, passion, and constitutionally-protected freedom of speech. However, the Board also believes this opportunity must be balanced between ensuring students have the right to speak freely while also preserving the ability of district staff to maintain the safe and orderly operation of the school district. The Board adopts this Policy granting students the right to exercise freedom of speech and of the press in accordance with N.J.S.A. 18A:36-44 and N.J.S.A. 18A:36-45.

For the purpose of this Policy, the following terms shall mean:

“Prior restraint” means a school official informing a student journalist(s) the news, opinion, feature, and advertising content of school-sponsored media, subject to the restrictions listed in N.J.S.A. 18A:36-45.b., N.J.S.A. 18A:36-45.c., and the provisions of this Policy, cannot be published in school-sponsored media or a school official takes any action to prevent a student from doing so.

“Prior review” means a school official reviewing school sponsored media before it is published, broadcast by a student journalist at school or distributed, or generally made available to members of the student body.

“School official” means the Superintendent or designee or an administrative staff member designated by the Superintendent.

“School-sponsored media” means any material that is prepared, substantially written, published, or broadcast by a student journalist at school, distributed or generally made available to members of the student body, and prepared under the direction of a student media advisor. School-sponsored media does not include media intended for distribution or transmission solely in the classroom in which the media is produced.

“Student journalist” means a student who gathers, compiles, writes, edits, photographs, records, or prepares information for dissemination in school-sponsored media.



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“Student media advisor” means an individual employed, appointed, or designated by the district to supervise or provide instruction relating to school-sponsored media.

Student journalists have the right to exercise freedom of speech and of the press in school-sponsored media, regardless of whether the media is supported financially by the district or by use of school district facilities, or produced in conjunction with a class in which the student is enrolled. Subject to 1. through 5. below, student journalists are responsible for determining the news, opinion, feature, and advertising content of school-sponsored media. N.J.S.A. 18A:36-45.b. and this Policy shall not be construed to prevent student media advisors from teaching professional standards of English and journalism to student journalists.

This Policy does not authorize or protect expression by a student that:

1. Is libelous or slanderous;
2. Constitutes an unwarranted invasion of privacy;
3. Is profane or obscene;
4. Violates Federal or State law; or
5. So incites students as to create a clear and present danger of the commission of an unlawful act, the violation of school district policies, or the material and substantial disruption of the orderly operation of the school.

The district shall not authorize any prior restraint of any school-sponsored media except for the types of expression prohibited under N.J.S.A. 18A:36-45.c. and as listed in 1. through 5. above.

A school official may implement a procedure for prior review of school-sponsored media. Any prior review of school-sponsored media required by the school official shall be communicated to the student journalist by the school official and be conducted within three school days after submission to the school official by the student journalist. If the school official cannot show the school-sponsored media is prohibited under N.J.S.A. 18A:36-45.c. and 1. through 5. above, within the three school days, the student journalist may release the school-sponsored media.

When a school official determines the restraint of student expression is necessary, the school official shall simultaneously identify at least one of the five prohibitions listed in 1. through 5. above under N.J.S.A. 18A:36-45.c. and in this Policy under which the limitation of student expression is appropriate. This



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determination shall be provided to the student journalist in writing by the school official that made the determination.

A student journalist may appeal, to the Superintendent or designee, a determination by a school official that the restraint of student expression is necessary. An appeal must be submitted in writing to the Superintendent or designee within five school days of the written determination being communicated to the student journalist. The appeal must include a copy of the written determination and the reasons why the student journalist believes the limitation is not appropriate. The Superintendent or designee may, but is not required to, provide the student journalist an opportunity to present their written appeal in person. The Superintendent or designee will make a determination on the appeal within five school days of receiving the written appeal from the student journalist. The student journalist may appeal a decision of the Superintendent or designee to the Board of Education in writing. The Board of Education will make a decision on the appeal at the first Regular Board Meeting after receiving the written appeal or within ten school days after receiving the written appeal.

A student journalist that violates a provision of this Policy may be subject to appropriate discipline.

The school district shall not sanction a student operating as an independent journalist.

A staff member shall not be dismissed, suspended, disciplined, reassigned, transferred, or otherwise retaliated against solely for acting to protect a student engaged in the conduct authorized under N.J.S.A. 18A:36-44 and N.J.S.A. 18A:36-45 and this Policy, or refusing to infringe upon conduct that is protected by this Policy, the First Amendment to the United States Constitution, or paragraph 6 of Article I of the New Jersey Constitution.

The Superintendent or designee shall determine reasonable provisions for the time, place, and manner of student expression for the purposes of school-sponsored media.

N.J.S.A. 18A:36-44; 18A:36-45

Adopted:

