

POLICY

CLINTON TOWNSHIP BOARD OF EDUCATION

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2110 PHILOSOPHY OF EDUCATION/DISTRICT MISSION STATEMENT

The Clinton Township School district, in partnership with the community, achieves excellence for each child by ensuring a meaningful and challenging educational experience in a supportive environment; developing life-long learners who are responsible and productive citizens.

Adopted: 26 July 2010



CURRICULUM DESIGN/DEVELOPMENT

The Superintendent shall be responsible to the Board for the development of curriculum to meet identified student needs. The Board shall ensure that curriculum and instruction are content-rich and aligned to the most recent revision of the New Jersey Student Learning Standards (NJSLS). In addition, the Board shall ensure that appropriate instructional adaptations are designed and delivered for English language learners, gifted and talented students and for students with disabilities. The curriculum shall guide instruction to ensure that every student masters the NJSLS. Instruction shall be designed to engage all students and modified based on student performance. The curriculum shall include:

- A. Interdisciplinary connections throughout;
- B. Integration of 21st century skills;
- C. A pacing guide;
- D. A list of instructional materials, including various levels of text at each grade;
- E. Benchmark assessments; and
- F. Modifications for special education students, for English language learners and for gifted students.

Professional development plans shall support the implementation of the curriculum. Professional development opportunities shall be offered that further the improvement of teachers' understanding of the content and pedagogy related to their teaching assignment. Professional development shall also promote individual and collaborative professional learning with adequate and consistent time for teachers to work together in and across content areas and grade levels to review student work, analyze classroom assessments and other achievement data, critique lesson plans, and solve instructional problems;

The Superintendent shall establish procedures for curriculum development that ensure the effective participation of teaching staff members; students, 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 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 for Curriculum Approval

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

- A. Does it address an identified student 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 prohibiting 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 measures for determining progress?
- F. Does it address the necessary study skills?
- G. Has it been thoroughly studied and/or tested by district staff or by another district? What were the results?
- H. Has a curriculum guide been completed? If not, when can it be expected?
- I. Have the accompanying textbooks, electronic textbooks and other materials been recommended to the Board?
- J. Have the costs and time of implementation been reviewed, including in-service training?

The curriculum shall be updated regularly. The Superintendent shall report annually on all progress in curriculum development and the implementation of the curriculum plan at the time of the Board's annual adoption of curriculum.

Adopted:	July 26, 2015
Review/Update:	December 2015
Readopted:	8/22/16

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CURRICULUM GUIDES

The Superintendent 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. Curriculum guides shall include all requirements of the Core Curriculum Content Standards including the NJ Learning Standards in mathematics and language arts and literacy.

Teachers shall use the guides as the core of their instructional planning. It shall be the responsibility of the building Principal 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.

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GUIDANCE SERVICES

A guidance program shall be incorporated into the district's educational program to aid students in making informed and responsible decisions and in using effective decision-making processes. The guidance program shall be developed and coordinated by the Superintendent in consultation with teaching staff members he/she has identified as possessing necessary skills and abilities, to help students acquire the insights and knowledge they need to become autonomous, mature members of adult society in a democratic nation.

The purpose of the guidance program shall be to help students in learning to make their own decisions concerning life's many choices--personal, educational, and career and technical education.

The guidance program shall provide, as fully as possible, the information needed to make the best decisions concerning the student's educational program. Such information shall include facts such as test scores, grades and educational history. Student records may also include anecdotes, but shall not carry judgments, opinions and other advice.

Students shall be encouraged to avail themselves of the help of the Guidance Department's personnel.

Guidance services shall include establishment of a referral system that guards the privacy of the student and monitors the efficacy of such referrals, when district resources are not sufficient, as in drug or alcohol counseling.

Adopted:	July 26, 2010
Review/Update:	December 2015
Readopted:	8/22/16

HOME INSTRUCTION DUE TO HEALTH CONDITION

To provide uninterrupted education for students unable to attend their regular classes because of illness, disability court order or administrative action, the Board of Education shall provide away-from-school instruction, when proper application has been made and subject to the following restrictions:

- A. The period of absence must be expected to be longer than two weeks except in special circumstances;
- B. A parent/guardian or appropriate adult authority must be within call during the period of instruction; and
- C. In cases of illness or disability, medical certification is required both of the necessity for the student's absence and his/her fitness to benefit from the instruction.

Each case must be approved by Board action; all requirements for receipt of state aid must be fulfilled.

Temporary or Chronic Health Condition

The Clinton Township Board of Education shall provide instructional services to an enrolled student when the student is confined to the home or another out-of-school setting due to a temporary or chronic health condition or a need for treatment that precludes participation in their usual education setting, whether general education or Special Education.

The parent/guardian shall submit a request for home instruction in writing. The request shall include a written determination from the student's physician documenting the projected need for confinement at the student's residence or other treatment setting for more than 10 consecutive school days or 20 cumulative school days during the school year.

The Principal or his or her designee shall forward the request with the written determination to the school physician, who shall verify the need for home instruction. The school physician may contact the student's physician to secure additional information concerning the student's diagnosis or need for treatment, and shall either verify the need for home instruction or shall provide the Board with the reasons for denial. The parent/guardian shall be notified concerning the school physician's verification or reasons for denial within five school days after receipt of the written determination by the student's physician.

The district shall provide instructional services within five school days after receipt of the school physician's verification or, if verification is made prior to the student's confinement, during the first week of the student's confinement to the home or out-of-school setting. Instructional services shall at a minimum include:

- A. A written plan for delivery of instruction shall be established to continue the student's academic progress and to maintain a record of delivery of instructional services and student progress;
- B. Teachers providing home instruction shall be a certified teacher;
- C. The teacher shall provide one-on-one instruction for the number of days and length of time sufficient to continue the student's academic progress and dependent upon the student's ability to participate;
- D. For a student with disabilities, the home instruction shall be consistent with the student's Individualized Education Plan (IEP) to the extent appropriate and shall meet Core Curriculum Content Standards including NJ Student Learning Standards in mathematics and language arts and literacy. When the provision of home instruction will exceed 30 consecutive school days in a school year, the IEP team shall convene a meeting to review and, if appropriate, revise the student's IEP;
- E. For a student without disability, the home instruction shall meet the Core Curriculum Content Standards including NJ Student Learning Standards, and the requirements of the Board for promotion to the next grade level. When the provision of home instruction will exceed 60 calendar days, the school physician shall refer the student to the child study team for evaluation;
- F. The district shall be responsible for the costs of providing instruction in the home or out-of-school setting either directly, through online services, including any needed equipment, or through contract with another district Board of education, educational services commission, jointure commission, or approved clinic or agency. Students who are eligible to receive home instruction as needed at the district's expense are as follows:
 - 1. A student who resides within the area served by the Board and is enrolled in a public school program; or
 - 2. A student who is enrolled in a nonpublic school that is located within the area served by Board.

Reasons Other Than a Temporary or Chronic Health Condition

- A. The district shall provide home or out-of-school instruction for a general education student for reasons other than a temporary or chronic health condition no later than five school days after the student has left the general education program when:
 - 1. The student is mandated by State law and rule for placement in an alternative education program for firearms offenses and/or assault with weapons offenses but placement is not immediately available;
 - 2. The student is placed on short-term or long-term suspension;
 - 3. A court order requires that the student receive instructional services in the home or other out-of-school setting.

The district shall be responsible for the costs of providing instruction in the home or out-of-school setting either directly, or through online services, including any needed equipment, or through contract with another Board of Education, educational services commission, jointure commission, or approved clinic or agency for resident students.

- B. The home or out-of-school instructional services for reasons other than a temporary or chronic health condition shall meet the minimum standards that are specified in N.J.A.C. 6A:16-10.2(d) including but not limited to:
1. The district shall establish a written plan for delivery of instruction and maintain a record of instructional services and student progress;
 2. The teacher providing instruction shall be a certified teacher;
 3. The teacher shall provide one-on-one instruction for no fewer than 10 hours per week on three separate days of the week and no fewer than 10 hours per week of additional guided-learning experiences that may include the use of technology to provide audio and visual connections to the student's classroom;
 4. The instruction shall meet the Core Curriculum Content Standards including the NJ Learning Standards and the Board's requirements for promotion and graduation;
 5. If instruction is delivered in the student's home, a parent or other adult 21 years of age or older who has been designated by the parent shall be present during all periods of home instruction.

Any student receiving home instruction is not considered absent.

Adopted:	August 25, 2014
Review/Update:	December 2015
Readopted:	8/22/16
Readopted:	10/23/17

AT-RISK AND TITLE 1

The Clinton Township School District shall comply with all state and federal requirements in developing, implementing, administering and evaluating funded compensatory education programs and programs for students determined to be at risk.

Such instructional services and activities shall be designed to improve the level of proficiency in reading, writing, mathematics and other skills of students, whose academic, social or environmental needs prevent them from succeeding in regular school programs, and to prevent their regression in such skills when regular programs are not in session. Parents/guardians shall be kept informed of their children's progress and shall be invited to consult with staff on ways to give their children the maximum benefits of such programs.

At least once annually, a public meeting shall be held for the express purpose of informing parents/guardians of the programs and activities provided with Title 1 funds. The agenda shall include:

- A. Informing parents/guardians of their right to consult in the design and implementation of the Title 1 project;
- B. Providing parents/guardians with information about the Title 1 law, regulations and instructional programs;
- C. Soliciting parents/guardians' input about basic skills improvement programs and related activities;
- D. Providing parents/guardians an opportunity to establish mechanisms for maintaining ongoing communication among parents/guardians, staff, and the Board.

The parents/guardians of all eligible children shall be invited to attend.

Mandated Policy Statements in Addition to Parent Consultation

- A. Comparability of personnel

To be in compliance with the requirements of federal law the Board of Education of the Clinton Township School District (0920) directs the Superintendent to assign teachers, administrators, and auxiliary personnel to the schools in such a way that equivalence of personnel is ensured among the schools.

- B. Comparability of materials and supplies

To be in compliance with the requirements of federal law the Board of Education of the Clinton Township School District (0920) directs the Superintendent to distribute curriculum materials and instructional supplies to the schools in such a way that equivalence is ensured among the schools.

C. Supplement not supplant

The Clinton Township School District shall use Title 1 funds only to supplement and to the extent practical increase the level of funds that would, in the absence of Title 1 funds, be made available for the education of students participating in Title 1 or state compensatory education projects. In no case shall Title 1 funds be used to supplant those non-Title 1 or non-state compensatory education funds.

D. Maintenance of effort

The Board of Education will maintain a combined fiscal effort per student or aggregate expenditures of state and local funds with respect to the provision of the public education for the preceding fiscal year that is not less than the required amount of the combined fiscal effort per student or the aggregate expenditures for the second preceding fiscal year.

Eligibility for State and Federal Funds

The Superintendent and/or Business Administrator shall ensure that all requirements for receiving state and federal funds shall be fulfilled in an accurate and timely manner.

Control over such funds and title to all equipment and supplies purchased with such funds shall remain with the Superintendent, Business Administrator and/or the Director of Special Services. Procurement, control, use and disposition of equipment and supplies purchased with state/federal funds shall be in full compliance with the law.

General

The Superintendent shall direct appropriate administrative personnel to pursue vigorously all possible sources of funding, either state or federal, that support such compensatory services, and shall keep abreast of all changes in the law which restrict or expand the district's use of state or federal funds.

Programs especially designed for migrant children shall be provided as necessary.

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Revised:	February 25, 2013
Review/Update:	December 2015
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STANDARDS OF PROFICIENCY

The Superintendent, in consultation with teaching staff, shall develop criteria for evaluation, indicators of achievement of the criteria, and acceptable standards of achievement for all grade levels, courses and programs offered by the 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 the Core Curriculum Content Standards including the Common Core State Standards in mathematics and language arts and literacy identified by the State Department of Education and shall form the basis for the district's grading system.

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

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

Students With Disabilities

Students with disabilities shall participate in all New Jersey Department of Education approved statewide assessments. Accommodations and modifications approved by the New Jersey Department of Education for the administration of the Statewide assessment shall be provided when determined necessary by the Individualized Education Program (IEP) team to students with disabilities. Students with disabilities shall participate in the Alternative Proficiency Assessment (APA) if indicated in the IEP.

Adopted:	March 28, 2011
Revised:	December 16, 2013
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Readopted:	8/22/16

RESEARCH AND SURVEYS

The Clinton Township Board of Education recognizes that educational research can be a valuable tool in identifying and applying strategies to enhance student achievement and in identifying factors that could prevent students from becoming contributing members of society. Surveys among student populations can be an important part of this research.

Students and parents/guardians retain certain rights, however, in the administration of surveys. The Board shall ensure that prior written consent is obtained from parents/guardians or emancipated students before any survey is administered, if the survey (analysis or evaluation) is designed to reveal information on any of the following:

- A. Political affiliations or beliefs of the student or the student's parents/guardians;
- B. Mental and psychological problems of the student or the student's family;
- C. Sex behavior or attitudes;
- D. Illegal, anti-social, self-incriminating, or demeaning behavior;
- E. Critical appraisals of other individuals with whom respondents have close family relationships;
- F. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, or ministers;
- G. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian;
or
- H. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Written informed consent shall also be obtained from parents/guardians or emancipated students prior to the administration of any academic or nonacademic survey, assessment, analysis or evaluation that would reveal the student's social security number.

Parents/guardians shall be given the opportunity to inspect any survey, analysis or evaluation that solicits information in any of the above areas. If parents/guardians object to their child(ren)'s participation in the survey, the child(ren) shall be allowed to opt out.

Prior approval of the Superintendent is required for all other surveys on topics not listed. Anyone seeking approval of a proposed survey must provide the Superintendent with details of the survey methodology, its specific educational purpose and a description of how results will be disseminated and applied.

For all surveys the identity of the respondent shall remain confidential.

The Superintendent shall develop regulations to implement this policy that include reasonable timelines for parents/guardians to access and review surveys as prescribed by law, and arrangements to protect student privacy in the administration of a survey.

This Policy and the regulations shall be made available to the public at least annually at the beginning of the school year, especially to parents/guardians and to district staff. The public shall be informed within a reasonable period of time if substantive change is made to policy and regulations. The public shall also be informed of specific or approximate dates, if known, when surveys may be administered.

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UNSAFE SCHOOL CHOICE OPTION

General

All transfers into the schools of the district shall be in accord with file code 5111 Admission. Students transferring into the district are expected to present copies of records from the previously attended school (or district) to aid in placement. Also required are proof of immunizations and proof of identity.

Parents/guardians of students transferring from the district shall notify the Principal in a timely manner of their intention to leave the district.

Student records shall be transferred between Superintendents or designees within the time frame prescribed by law.

Unsafe School Option

If a school in the district is identified as "persistently dangerous" by the State Department of Education, all students in that school shall be offered on an open seat space available basis the option of transferring into another school in the district that has not been so designated. Parents/guardians shall be notified within 15 calendar days after the district is notified of the school's status, and all transfers shall be completed by the beginning of the school year following. To the extent possible, transfers shall be into schools in the district that are making adequate yearly progress. Students may remain in the school into which they have transferred until the school of origin is no longer identified as "persistently dangerous."

In addition, any student who becomes a victim of a violent criminal offense while in school or on school grounds shall be offered the option of transferring into a safe school within the district. The student shall be given the option within 10 days of the incident, and the transfer shall occur within 30 days of determination that the student was a victim. Applicable definitions and criminal offenses shall be as listed in the statewide policy.

Transportation shall not be provided to students transferring out of "persistently dangerous" schools and student victims of violent criminal offenses.

If the Board cannot offer a safe school alternative within the district to students choosing to transfer out of a "persistently dangerous" school or to a student who has been a victim of a violent criminal offense, the Superintendent shall attempt to establish an agreement with a neighboring district. The Board shall review and approve any agreement prior to its application.

2415.06

The Superintendent shall ensure that the district complies with all requirements of federal law and the State Department of Education. He/she shall prepare regulations to implement this policy.

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INTERVENTION AND REFERRAL SERVICES FOR GENERAL EDUCATION STUDENTS

The Clinton Township Board of Education shall provide a program of intervention and referral services for general education students who are experiencing personal, interpersonal or academic difficulties to help them function productively and develop positively in the classroom environment.

The Superintendent shall prepare procedures to:

- A. Identify learning, behavior and health difficulties of students;
- B. Collect thorough information on the identified learning, behavior and health difficulties;
- C. Identify the roles and responsibilities of the building staff who participate in planning and providing intervention and referral plan and services;
- D. 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;
- E. Provide support, guidance and professional development to school staff who identify learning, behavior and health difficulties and refer students and to school staff who participate in planning and providing intervention and referral services;
- F. Actively involve parents/guardians in the development and implementation of intervention and referral plans;
- G. Coordinate the access to and delivery of school resources and services for achieving the outcomes identified in the intervention and referral services action plan;
- H. 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;
- I. Maintain records of all requests for assistance and all intervention and referral services plans in accordance with federal and state law and regulation;
- J. Review and assess the effectiveness of the services provided in achieving the outcomes identified in the intervention and referral plan and modify each plan to achieve the outcomes as appropriate; and

- K. At a minimum, annually review the intervention and referral services action plans and the actions taken as a result of the building's system of intervention and referral services and make recommendations to the Principal for improving school programs and services, as appropriate.

The Board shall review and adopt these procedures, and the Superintendent shall report to the Board on their implementation.

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Readopted:	10/23/17

EXTRACURRICULAR ACTIVITIES

The Clinton Township Board of Education believes that the educational goals and objectives of the district are best achieved by a diversity of learning experiences, some of which are more appropriately conducted outside the regular classroom program.

The purpose of extracurricular activities shall be:

- A. To develop useful new capabilities in students that can lead to extension of career opportunities;
- B. To develop student initiative and provide for the exercise of responsibility;
- C. To develop leadership capabilities and good organizational skills;
- D. To aid students in the social skills;
- E. To enable students to explore a wider range of individual interests than might be available in the regular program.

For purposes of this policy, "extracurricular activities" shall be those activities that are sponsored or approved by the Board but are not offered for credit. Such activities shall generally be conducted outside the regular school day, available to students who voluntarily elect to participate, marked by student participation in the processes of initiation, planning, organizing and execution and shall ordinarily include band, clubs, dramatic or musical presentations, and intramural and interscholastic sports.

Equal access to school facilities shall be granted to all activities that meet this definition.

The Superintendent shall prepare procedures to implement an extracurricular program, which shall:

- A. Assess the needs and interests of the students of this district;
- B. Ensure the provision of competent guidance and supervision by staff;
- C. Guard against the exploitation of students;
- D. Provide for a variety of experiences and a diversity of organizational models;
- E. Provide for the continuing evaluation of the extracurricular program and staff;
- F. Ensure that all extracurricular activities are open to all eligible students and that all students are fully informed of the opportunities open to them.

The guidance goal for each student shall be a balanced program of appropriate academic studies and activities to be determined by the school, the parents/guardians and the student. Guidance is necessary to encourage nonparticipants, and to prevent the overenthusiastic from emphasizing activities at the cost of their academic performance.

Only persons in the employ of a Board of Education shall be permitted to organize district students during school time or during any recess in the school day for purposes of instruction or coaching or for conducting games, events, or contests in physical education or athletics.

No activity shall be considered to be under the sponsorship of this Board unless it has been approved by the Board on recommendation of the Superintendent. Fund-raising activities of extracurricular groups must be approved by the Board.

All students in good disciplinary and academic standing shall have equal access to all extracurricular activities regardless of race, creed, color, national origin, ancestry, age, marital status, familial status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, nationality, pregnancy, or socioeconomic status.

Good Disciplinary Standing

Good disciplinary standing shall mean that a student is not eligible to participate while serving disciplinary probation, detention or suspension. The Superintendent and the Principal shall decide at the end of a probation or suspension whether the student may return to practice and competition.

Good Academic Standing

A student who wishes to become or remain a participant in an extracurricular activity must demonstrate satisfactory academic progress as determined by the teacher and/or the Principal. Failure to meet this minimum requirement in each class for each reporting period (mid-marking period reports and report cards) may result in the student's suspension from the extracurricular activity. If a student receives an unsatisfactory grade, the parent/guardian and the student shall be informed of that status and be given an opportunity to demonstrate improvement in order to avoid suspension for the extracurricular activity. Timelines are vital to the decisions to suspend a student from an activity so consideration shall be given to a student's effort to correct the deficiency.

Attendance

Students shall meet attendance and tardiness guidelines (see Board Policy 5200 Attendance, Absences and Excuses). In particular, a student shall not participate in a performance, exhibition, practice or athletic event unless he/she has been present in school that day or has been absent for an excused reason other than for sickness.

Parents/guardians are responsible for promptly picking up their child at the end of the activity. Failure to do so may result in the student's suspension from the extracurricular activity with no refund of fees.

Implementation

The Superintendent or designee shall direct development of procedures to ensure equitable implementation of this policy. Particular care shall be taken to ensure that all extracurricular programs and their operation comply with district equity requirements. Participation in academically related coaching or tutoring groups may be exempt from the eligibility requirement at the Superintendent's discretion.

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INTRAMURAL/ INTERSCHOLASTIC COMPETITION

The Clinton Township Board of Education considers all competitive extracurricular activities--academic, artistic and athletic--an integral part of the total educational program. Competitive activities shall be under the same administration and control as the rest of the school program and closely articulated with it.

Competitive activities and artistic expression can provide students with valuable experiences and opportunities. In this district, the emphasis in any competition or artistic expression shall be on providing inclusion in such experiences and opportunities rather than on producing winning teams or providing entertainment. Practice for or performance in any competitive event shall not interfere with the regular educational program.

The Board shall approve all proposed interscholastic competitions, either via schedule or as a separate event, whichever is appropriate. The Board must approve membership in any leagues, associations and conferences, and any agreements with other schools for a series of games or events. Contests of any kind between and among the schools of the district shall be approved by the Superintendent or designee.

The Board shall appoint coaches, advisors, physicians and other necessary supervisory personnel upon recommendation of the Superintendent. The Superintendent shall also ensure that training programs/regulations are developed for all extracurricular athletic activities and that all physical facilities involved in any competition in which district schools take part shall be adequate, safe and sanitary.

Public recognition shall be given to participants in academic or artistic competitions in the same measure as to athletic competitors. The district's affirmative action resolution and plan for equity in school and classroom practices shall apply to determining eligibility for competition, approval of each competitive activity in which students officially represent the district, and district expenditure to provide facilities and coaches.

Parental Consent

No student may participate in a school-sponsored physical or artistic activity outside the general education curriculum without a signed consent form from a parent/guardian naming the activity and acknowledging that the activity may be hazardous.

Academic Eligibility

Academic standards for eligibility shall be those established by Policy 2430 Extracurricular Activities.

Attendance Standards

Attendance standards shall be those set in Policy 5200 Attendance, Absences and Excuses and 2430 Extracurricular Activities. In particular, a student shall not participate in a performance, exhibition, practice or athletic event unless he/she has been present in school that day or has been absent for an excused reason other than for sickness.

Disciplinary Standards

Disciplinary standards are based on Board Policies 5610 Suspension and Expulsion and 5600 Conduct/Discipline. Students on disciplinary probation or serving a detention or suspension may not practice, perform or compete. The Superintendent and the building Principal shall decide at the end of a probation or suspension whether the student may return to practice and competition.

Special Education Students

To participate in interscholastic competition, special education students must meet the same requirements listed above and the physical eligibility requirements. Reasonable modifications must be provided to each qualified student seeking to participate in an extra-curricular activity. However, a modification may be denied if, based on an individualized assessment, the modification presents an objective health or safety risk to the student or to others, or where the modification would result in a fundamental alteration to the nature of the program. A fundamental alteration is a modification that provides an objective advantage or disadvantage or requires a change in the rules of competition.

Physical Eligibility

All students in grades six through eight participating in intramural or interscholastic athletics must be given a medical examination within 365 days prior to the first practice session, with a health history update if the examination was completed more than 60 days prior to the first practice session of the first sport participated in. The medical examination shall be given at the student's medical home, as defined in file code 5320 Health Examinations and Immunizations. If a student does not have a medical home, the school physician shall conduct the medical examination. Examinations shall be made available throughout the school year consistent with the district athletic schedule. The examination shall be documented on the form approved by the commissioner of Education and include, as a minimum, the components listed in the administrative code. In the event a private physician is used, the medical examination shall not be at the expense of the Board of Education.

The parents/guardians shall be sent written notification signed by the examining physician testifying to the student's physical fitness to participate in athletics. The reason for the physician's disapproval of the student's participation shall be included in the notification. The health findings of the medical examination for participation in athletics shall be made part of the general health examination record.

The Superintendent shall present to the Board for adoption procedures for administration of the required medical examination, if necessary. The procedures for the medical examination to determine the fitness of a student to participate in athletics shall include a form for a

medical history to be filled out and returned by a parent/ guardian and a form to be filled out by the examining physician.

The medical examination to determine the fitness of a student to participate in athletics shall include, as a minimum, the following:

A. A medical history questionnaire, completed by the parent/guardian of the student, to determine if the student:

1. Has been medically advised not to participate in any sport, and the reason for such advice;
2. Is under a physician's care and the reasons for such care;
3. Has experienced loss of consciousness after an injury;
4. Has experienced a fracture or dislocation;
5. Has undergone any surgery;
6. Takes any medication on a regular basis, the names of such medication and the reasons for such medication;
7. Has allergies including hives, asthma and reaction to bee stings;
8. Has experienced frequent chest pains or palpitations;
9. Has a recent history of fatigue and undue tiredness;
10. Has a history of fainting with exercise;
11. Has a history of family members dying suddenly.

B. A physical examination which shall include, as a minimum, no less than:

1. Measurement of weight, height, and blood pressure;
2. Examination of the skin to determine the presence of infection, scars of previous surgery or trauma, jaundice, and purpura;
3. Examination of the eyes to determine visual acuity, use of eyeglasses or contact lenses, and examination of the sclera for the presence of jaundice;
4. Examination of the ears to determine the presence of acute or chronic infection, perforation of the eardrum and gross hearing loss;
5. Examination of the nose to assess the presence of deformity which may affect endurance;
6. Assessment of the neck to determine range of motion and the presence of pain associated with such motion;
7. Examination of chest contour;
8. Auscultation and percussion of the lungs;
9. Assessment of the heart with attention to the presence of murmurs, noting rhythm and rate;
10. Assessment of the abdomen with attention to the possible presence of hepatomegaly, splenomegaly, or abnormal masses;
11. Assessment of the back to determine range of motion and abnormal curvature of the spine;
12. Examination of extremities to determine abnormal mobility or immobility, deformity, instability, muscle weakness or atrophy, surgical scars and varicosities;
13. Examination of the testes to determine the presence and descent of both testes, abnormal masses or configurations, or hernia;
14. Assessment of physiological maturation;

15. Neurological examination to assess balance and coordination and the presence of abnormal reflexes.

Insurance

The Board may cover each participant in an extracurricular activity with insurance coverage in consultation with the current insurance carrier.

Parents/guardians shall be strongly encouraged to participate in the supplemental student accident insurance program offered by the Board.

Pamphlet on Sudden Cardiac Arrest

Once each school year, the Superintendent or designee shall distribute to parents/guardians of students participating in school sports, the New Jersey Department of Education's pamphlet on sudden cardiac death. The pamphlet includes a description of early warning signs and privately available screening options.

Good Sportsmanship

The Board believes that instilling habits of good sportsmanship should be one of the primary goals of athletic endeavors and that all district employees should model good behaviors in this area.

It is especially important that the Athletic Coordinator and coaches accept the responsibility for encouraging young athletes to handle themselves in a sportsmanlike way and be models of self-control and dignity for players and spectators. Coaches shall include discussions on courtesy and sportsmanlike behavior as part of pre-game activities. Student fans shall be reminded that their conduct reflects on the schools of this district and that poor sportsmanship will be disciplined.

Parents/guardians and other adult spectators shall also be encouraged to act as models for young people by demonstrating self-control and dignity at all athletic events.

Unsportsmanlike behavior as exhibited through verbal abuse, rude gestures, taunts, obscenities, thrown objects, etc., shall not be tolerated in students, staff or any persons in attendance at district athletic competitions. Discipline may include, but not be limited to, eviction from the competition and prevention from attending further competitions.

The Principal or designee shall prepare regulations on good sportsmanship and ensure their dissemination to students, parents/guardians and the community.

Adopted:	February 27, 2012
Revised:	February 24, 2014
Review/Update:	December 2015
Readopted:	8/22/16
Readopted:	10/23/17

REGULATION

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EMERGENCY PROCEDURES FOR PRACTICE AND COMPETITION

Precautions

- A. All coaches, including assistant coaches, will be trained in first aid to include sports-related concussions and head injuries, the identification of injured and disabled student athletes, heat acclimation related procedures and other first aid procedures required by statute, administrative code, or by the Superintendent and will be trained in AED procedures;
- B. Athletic coaches are responsible at all times for the supervision of students to whom they have been assigned. Students will not be left unattended at any time;
- C. Students who participate in athletic competition will be trained in proper athletic procedures, in the proper use of athletic equipment, and in the proper use of protective equipment and clothing;
- D. Student athletes will be required to report promptly to the athletic coach any injury or disability occurring to the student himself/herself or to another student;
- E. First aid supplies and equipment will be readily available at all athletic activities and will be maintained in proper condition;
- F. First aid and emergency medical procedures will utilize universal precautions in handling blood and body fluids as indicated in Board policy and procedures;

Heat Acclimation

Clinton Township School District coaches should be aware of the NJSIAA regulations when practicing in warmer weather and to follow all such regulations regarding students taking the time to acclimate to heat with and without the proper equipment.

The Superintendent or Principal may reduce the practice times in the event the weather and/or temperature warrants such action.

Note: Refer to *New Jersey State Interscholastic Athletic Association Pre-Season Heat-Acclimation Guidelines*.

Emergency Procedures

The following procedures will be implemented whenever a student athlete is injured or disabled in the course of an athletic practice or competition sponsored by this district:

- A. The athletic coach will immediately notify the health personnel present at the activity and the health personnel will assume responsibility for the emergency treatment of the student;
- B. If no health personnel are present, or if none can be immediately summoned to the student's aid, the athletic coach will administer such first aid as may be necessary;
- C. If the student's injury or disability requires more than routine first aid, the athletic coach will:
 - 1. Contact emergency medical services by calling 911; or
 - 2. Arrange for the student's transportation to the nearest hospital;
- D. If the student's injury or disability requires more than routine first aid, the athletic coach or his/her designee will promptly notify the Athletic Coordinator and the student's parents/guardians of the student's injury or disability and the condition and location of the student. When warranted, the Athletic Coordinator will notify the building Principal and Superintendent;
- E. A student who is injured or disabled shall be supervised at all times by a designated school staff member until the parents/guardians assume custody of the injured student;
- F. An injured or disabled student who has been transported away from school premises must be accompanied by the athletic coach, a member of the athletic department, a health professional, or other responsible staff member or parent, if available.

These emergency procedures will also be followed when the injured or disabled student is a member of a visiting team or district. In the event the visiting team has health personnel or staff members present, every effort will be made to cooperate with the health personnel and/or staff of the district in which the student is enrolled.

Reports

- A. The coach or school health professional present and responsible will complete and file a report of every injury or disability that occurs to a student in the course of his/her participation in the athletic program of this district, regardless of the severity of the injury or disability. The report will include:
 - 1. The date of the incident;
 - 2. The name, age, grade level, and gender of each injured or disabled student;
 - 3. The district in which the student is enrolled;
 - 4. The name and district of each student involved in the incident;
 - 5. A narrative account of the incident;
 - 6. A detailed description of the injury or disability;
 - 7. The treatment given on school premises and the names of the health personnel, if any, who treated the student;
 - 8. The place, if any, to which the student was taken and the persons who accompanied the student; and
 - 9. A memorandum of the notice given to the student's parents/guardians;

- B. Copies of the report will be filed with the School Nurse within twenty-four (24) hours of the incident, or, in the case of a weekend event, by the next school day;
- C. A copy of each report of an incident of student injury or disability that occurs in the course of athletic activities will be maintained by the School Nurse. The Athletic Coordinator and School Nurse or Principal will analyze reports for patterns that indicate a need for revision of the district's safety and/or athletics program. The Athletic Coordinator and/or Principal will report these findings of the analysis to the Superintendent at the close of each sports season. These report summaries will be provided to the Board, when appropriate;
- D. The parents/guardians of each injured or disabled student will be given assistance in the completion and filing of insurance claim forms.

Readmission to Athletic Activities

Students will be permitted to return to practice or athletic competition following an injury only on the written permission of the student's doctor. School officials may also require the student to receive written permission from the school doctor, who must first examine the student to determine his/her fitness to participate in athletics. The prevention and treatment of suspected sports-related concussions and head injuries shall be in accordance with the provisions of N.J.S.A. 18A:40-41.1 et seq. and Board policy 2431.4 Sports Related Concussion and Head Injury.

Adopted:	February 25, 2013
Review/Update:	December 2015
Readopted:	8/22/16
Readopted:	10/23/17

POLICY

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SPORTS RELATED CONCUSSION AND HEAD INJURY

A concussion is a traumatic brain injury (TBI) caused by a direct or indirect blow to the head or body.

Requirements

- A. A student who participates in interscholastic athletics, which for the purpose of this policy includes cheerleading, and who sustains or is suspected of sustaining a concussion or other head injury shall be immediately removed from the competition or practice. The student athlete or cheerleader may not return to play until they obtain medical clearance in compliance with the district return-to-play policy;
- B. All coaches, School Nurses, school/team physicians and certified athletic trainers must complete an interscholastic head injury training program such as the National Federation of State High School Associations online "Concussion in Sports" training program or a comparable program that meets mandated criteria;
- C. The district shall monitor school district employees in the completion of an interscholastic head injury training program;
- D. The Athletic Head Injury Training Program must include:
 1. The recognition of the symptoms of head and neck injuries, concussions, and injuries related to second impact syndrome; and
 2. Describe the appropriate time to delay the return to sports competition or practice of a student-athlete who has sustained a head injury or other head injury, but if no additional time is specified for a particular age-group or sport, the student-athlete may return when written medical clearance is given the student-athlete stating that he/she is asymptomatic, and the student-athlete has completed an appropriate graduated individualized return-to-play protocol.
- E. Distribution of New Jersey Department of Education, *Concussion and Head Injury Fact Sheet* to every student athlete who participates in interscholastic sports. The Principal shall ensure that a signed acknowledgement of the receipt of the fact sheet is completed by the student-athlete's parent/guardian and is kept on file for future reference.

Required Concussion Protocol

- A. A student-athlete who is suspected of sustaining a sports related concussion or other head injury during competition or practice shall be immediately removed from play and may not return to play that day;
- B. Possible signs (could be observed by coaches, athletic trainer, school/team physician, School Nurse):

1. Appears dazed, stunned, or disoriented;
2. Forgets plays, or demonstrates short term memory difficulty;
3. Exhibits difficulties with balance or coordination;
4. Answers questions slowly or inaccurately;
5. Loses consciousness;

C. Possible symptoms (reported by the student-athlete to coaches, athletic trainer, school/team physician, School Nurse, parent/guardian):

1. Headache;
2. Nausea/vomiting;
3. Balance problems or dizziness;
4. Double vision or changes in vision;
5. Sensitivity to light or sound/noise;
6. Feeling sluggish or foggy;
7. Difficulty with concentration and short term memory;
8. Sleep disturbance.

D. To return to competition and practice the student-athlete must follow the protocol:

1. Immediate removal from competition or practice;
2. School personnel (athletic trainer, School Nurse, coach, etc.) should make contact with the student-athlete's parent/guardian and inform them of the suspected sports related concussion or head injury;
3. School personnel (athletic trainer, School Nurse, coach, etc.) shall provide the student-athlete with approved information/medical checklist to provide to their parent/guardian and physician or other licensed healthcare professional;
4. The student-athlete must receive written clearance from their physician that the student is asymptomatic and may begin the graduated return-to-play protocol. School personnel (athletic trainer, School Nurse, coach, etc.) may consult with the school/team physician after medical clearance is given from the student-athlete's physician.

Graduated Return to Competition and Practice Protocol

A. After written medical clearance is given stating that the student-athlete is asymptomatic, the student-athlete may begin a graduated individualized return-to-play protocol:

- Step 1:** No activity, complete physical and cognitive rest. The objective of this step is recovery;
- Step 2:** Light aerobic exercise, which includes walking, swimming, or stationary cycling, keeping the intensity less than 70% maximum percentage heart rate: no resistance training. The objective of this step is increased heart rate;
- Step 3:** Sport-specific exercise including skating, and/or running; no head impact activities. The objective of this step is to add movement;
- Step 4:** Non-contact training drills (e.g. passing drills). The student-athlete may initiate progressive resistance training;

Step 5: Following medical clearance (consultation between school personnel and students athletes physician), participation in normal training activities. The objective of this step is to restore confidence and assess functional skills by the coaching staff;

Step 6: Return to play involving normal exertion or game activity.

- B. Symptom checklists, baseline testing and balance testing may be utilized;
- C. If the student-athlete exhibits a re-emergence of any post concussion signs or symptoms once he or she returns-to-play, they will be removed from exertional activities and returned to their school/team physician or primary care physician;
- D. If concussion symptoms reoccur during the graduated return-to-play protocol, the student-athlete will return to the previous level of activity that caused no symptoms.

Temporary Accommodations for Student Athlete with Sports Related Head Injuries

- A. Consideration of the cognitive effects in returning to the classroom is also an important part of the treatment of sports related concussions and head injuries;
- B. Mental exertion increases the symptoms from concussions, and affects recovery;
- C. To recover, cognitive rest is just as important as physical rest. Reading, studying, testing, texting -- even watching movies if a student is sensitive to light -- can slow down a student's recovery;
- D. In accordance with the Centers for Disease Control and Prevention toolkit on managing concussions, the Board of Education may look to address the students' cognitive needs. Students who return to school after a concussion may need to:
 1. Take rest breaks as needed, including physical education;
 2. Spend fewer hours at school;
 3. Be given more time to take tests or complete assignments;
 4. Receive help with schoolwork;
 5. Reduce time spent on the computer, reading, and writing;
 6. Be granted early dismissal from classes to avoid crowded hallways.

Annual Review

This policy shall be reviewed annually and updated, as necessary, to ensure that it reflects the most current information available on the prevention, risk, and treatment of sports-related concussions and other head injuries.

Adopted:	January 23, 2012
Revised:	February 24, 2014
Review/Update:	December 2015
Readopted:	8/22/16
Readopted:	10/23/17

POLICY

CLINTON TOWNSHIP BOARD OF EDUCATION

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SPECIAL EDUCATION

The Clinton Township School District assures compliance in accordance with Part B of the Individuals with Disabilities Improvement Act (IDEIA) and New Jersey Administrative Code (N.J.A.C.) 6A:14-1.1, N.J.A.C. 6A:14-1.2(b) and (c), the Board of Education shall adopt and assure compliance with the following policies:

1. All students with disabilities, who are in need of Special Education and related services, including students with disabilities attending nonpublic schools, regardless of the severity of their disabilities, are located, identified and evaluated according to N.J.A.C. 6A:14-3.3.
2. Homeless students are located, identified and evaluated according to N.J.A.C. 6A:14-3.3, and are provided Special Education and related services in accordance with the IDEIA, including the appointment of a surrogate parent for unaccompanied homeless youths as defined in 42 U.S.C. §§11431 et seq.
3. Students with disabilities are evaluated according to N.J.A.C. 6A:14-2.5 and 3.4.
4. An Individualized Education Program is developed, reviewed, and as appropriate, r revised according to N.J.A.C. 6A:14-3.6 and 3.7.
5. To the maximum extent appropriate, students with disabilities are educated in the least restrictive environment according to N.J.A.C. 6A:14-4.2.
6. Students with disabilities are included in statewide and district-wide assessment programs with appropriate accommodations, where necessary according to N.J.A.C. 6A: 14-4.10. All students with disabilities will participate in statewide assessments or the applicable Dynamic Learning Map (DLM) and/or Alternate Proficiency Assessment (APA) in grades three, four, five, six, seven and eight in accordance with their assigned grade level.
7. Students with disabilities are afforded the procedural safeguards required by N.J.A.C. 6A:14-2.1 et seq., including appointment of a surrogate parent, when appropriate.
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.
 - a. 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;

- b. If a child's third birthday occurs during the summer, the child's IEP team shall determine the date when services under the IEP will begin;
 - c. A free, appropriate public education is available to any student with a disability who is eligible for Special Education and related services, even though the student is advancing from grade to grade;
 - d. 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
 - e. 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.
9. Children with disabilities participating in early intervention programs assisted under IDEA Part C who will participate in preschool programs under this chapter will experience a smooth transition and have an Individualized Education Program developed and implemented according to N.J.A.C. 6A:14-3.3(e) and N.J.A.C. 6A:14-3.7.
 10. Full educational opportunity to all students with disabilities is provided.
 11. The compilation, maintenance, access to and confidentiality of student records are in accordance with N.J.A.C. 6A:32-7.
 12. Provision is made for the participation of students with disabilities who are placed by their parents in nonpublic schools according to N.J.A.C. 6A:14-6.1 and 6.2.
 13. Students with disabilities who are placed in private schools by the Board of Education, are provided Special Education and related services at no cost to their parents according to N.J.A.C. 6A:14-1.1(d) and N.J.A.C. 6A:14-7.5(b)3.
 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.
 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 Board of Education shall maintain information to demonstrate its efforts to:
 - a. Prepare general and Special Education personnel with the content knowledge and collaborative skills needed to meet the needs of children with disabilities;
 - b. Enhance the ability of teachers and others to use strategies, such as behavioral interventions, to address the conduct of students with disabilities that impedes the learning of students with disabilities and others;

- c. Acquire and disseminate to teachers, administrators, school Board members, and related services personnel, significant knowledge derived from educational research and other sources and how the district will, if appropriate, adopt promising practices, materials and technology;
 - d. Insure that the in-service training is integrated to the maximum extent possible with other professional development activities; and
 - e. Provide for joint training activities of parents and Special Education, related services and general education personnel.
16. Instructional materials will be provided to blind or print-disabled students in a timely manner.
17. For students with disabilities who are potentially eligible to receive services from the Division of Developmental Disabilities in the Department of Human Services, the district will provide, pursuant to the Uniform Application Act, N.J.S.A. 30:4-25.10 et seq., the necessary materials to the parent to apply for such services.
18. The school district will not accept the use of electronic mail from parent(s)/guardian(s) to submit requests to a school official regarding referral, identification, evaluation, classification, and the provision of a free, appropriate public education.
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.
20. The school district has a plan in effect to establish stability in special education programming. The plan takes into account the consistency of the location, curriculum, and staffing in the provision of special education services as required by N.J.A.C. 6A:14-3.7(c)4.
21. The school district screens students who have exhibited one or more potential indicators of dyslexia or other reading disabilities in accordance with N.J.S.A. 18A:40-5.1 et seq. Please see Policy 5339 – Assessment of Individual Needs.

The Clinton Township School District shall provide an Assurance Statement to the County Office of Education that they have adopted the required Special Education policies and regulations and the district is complying with the mandated policies and regulations.

Adopted: 3/13/17
Readopted: 9/25/17