

# Regulations

## Board of Education

### Woodbridge Township

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## TABLE OF CONTENTS

---

<b>1000</b>	<b>PROGRAM</b>
1010	Philosophy of Vocational Education
1040	Equal Opportunity / Non-Discrimination / Sexual Harassment Complaint Procedure
1050	Curriculum Development
1060	Conceptual Model for Curriculum Guides
1070	Adoption of Textbooks and Supplementary Books
1080	Resource Materials
1090	Instructional Supplies
1100	Guidance Department Goals
1110	Child Study Team Response to Threatened or Attempted Self-destruction
1111	Child Study Team Procedures
1112	Procedure for Due Process in Relation to Child Study Team Referrals
1114	Administrative Review Process and Conflict Resolution Plan for Child Study Team Referrals
1120	Extended School Year Program
1121	Free and Appropriate Public Education
1130	Identification of Pupils for Programs for the Gifted and Talented
1140	Guidelines for the Academic Support Program
1150	Homebound (Bedside) Instruction
1160	Controversial Issues in the Classroom
1170	Controversial Issues Regarding Instructional Materials
1190	Homework
1200	Elementary School Trips
1201	Secondary School Field Trips
1210	Co-Curricular Activities
1211	Guidelines for Conducting Co-Curricular Activities
1220	Guidelines for Auxiliary Units at the High School Level
1221	High School Interscholastic Athletic Team Practice During Summer Months
1261	Testing Program - Elementary Level
1262	Testing Program - Secondary Level

---

# Regulations

## Board of Education Woodbridge Township

---

### 1000 PROGRAM (continued)

- 1270 Animal Bites or Scratches
  - 1280 Guidelines for Requests to Conduct Research in the School District
  - 1310 Location, Identification and Referral to Special Education
  - 1320 Provision of Full Education Opportunity to Educate Handicapped Pupils
  - 1330 Participation of and Consultation with the Parents/Guardians of Educationally Handicapped Pupils Toward the Goal of Providing Full Educational Opportunity to All Educationally Handicapped Pupils, Ages Birth Through 21
  - 1340 Provision of Special Services to Enable Educationally Handicapped Pupils to Participate in Regular Educational Programs to the Maximum Extent Appropriate (N.J.A.C. 6:28-1,4(a)7)
  - 1350 Development and Implementation of Individualized Education Programs According to N.J.A.C. 6:28-3.6 and 3.7
  - 1360 Protection of Pupil's Rights in Regard to Evaluation and Reevaluation Procedures According to N.J.A.C. 6:28-2.5
  - 1370 Placement of Educationally Handicapped Pupils in the Least Restrictive Environment
  - 1380 Establishment and Implementation of Procedural Safeguards According to N.J.A.C. 6A:14-2.1
  - 1400 Cooperative Education
  - 1480 Transition from Early Intervention Programs to Preschool Programs for Students with Disabilities
  - 1820 Emergency Medical Procedures for Sports/Athletics
  - 1850 Instructional Materials for Blind or Print Disabled Students
  - 1950 Library Media Center Materials Selection
  - 1970 Acceptable Internet Use
-

# Regulations

## Board of Education Woodbridge Township

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### #1010 PHILOSOPHY OF VOCATIONAL EDUCATION

Each program in the district should in some way be able to express its own philosophy to guide its activities. Furthermore, each such program philosophy should be effectively integrated with the district philosophy to which it contributes. The vocational education program philosophy had been established to guide the orderly development of its offerings and curricula.

We believe that the philosophy of vocational education for the Woodbridge Township School District should encompass:

- A. Preparation for the world as an integral part of the total curriculum;
- B. Skill training programs as an integral part of career preparation;
- C. Job placement activities as an integral part of education;
- D. Parental, student, and community participation in the development of vocational programs;
- E. Vocational education availability for students with special needs;
- F. Continuing occupation education for out-of-school youth and adults as a function of the district;
- G. Occupational guidance and counseling availability at levels where decisions must be faced.

Reference: Policy #118

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# Regulations

## Board of Education

### Woodbridge Township

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#### #1040 EQUAL OPPORTUNITY / NON-DISCRIMINATION / SEXUAL HARASSMENT COMPLAINT PROCEDURE

##### A. Purpose

The following procedures are designed to provide for an orderly and complete response to alleged unlawful discrimination.

##### B. Confidentiality

It is the goal of the Board, both during an investigation and thereafter, to maintain confidentiality to the fullest extent possible, revealing only those particulars of the matter to the extent necessary for a thorough investigation. Any individual who unnecessarily compromises the confidentiality of an investigation will be subject to appropriate discipline.

##### C. No Retaliation

All employees and pupils should be aware that no retaliation whatsoever will be permitted against one who complains of any incident of unlawful harassment or discrimination, or who assists in the investigation thereof. Any individual who is found to have committed a retaliatory act against an employee or pupil who has complained of harassment or participated in an investigation of harassment shall be subject to appropriate discipline.

After the matter is concluded, and if a determination is made that unlawful harassment or discrimination has occurred, in addition to imposing the appropriate discipline on the individual involved and/or implementing any other resolution of the matter, the investigator will follow up with the person who was subject to the harassment to determine whether the inappropriate conduct at issue has ended, and to ensure that there has been no new occurrence of unlawful harassment or discrimination by the original individual, or by anyone else in retaliation for the complaint made.

##### D. Definitions

1. Complainant: Any person alleging discrimination under the law or Board policies.
  2. School Affirmative Action Officer: The individual at the school building level who has been assigned by the Board of Education to be the Affirmative Action Officer for the building or school.
  3. District Affirmative Action Officer: The individual appointed by the Board of Education to be the District's Affirmative Action Officer and who is identified to the New Jersey Department of Education as being responsible for affirmative action activities within the District.
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# Regulations

## Board of Education

### Woodbridge Township

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#### E. Initiation

Complaints of discrimination may be initiated by people in the following categories:

1. Employees
2. Students
3. Parents or guardians of students in attendance in Board programs
4. Other individuals as required by law

#### F. Informal Complaints

Informal complaints which are requests for information, or an attempt to bring a potential issue to the notice of either school or District affirmative action officers, shall be allowed without prejudice.

#### G. Formal Complaints

Formal complaints must be filed according to the procedures listed below.

- ◆ Any employee who has been subjected to unlawful harassment or discrimination, or who has witnessed any incident of unlawful harassment or discrimination (hereinafter the "complainant"), should report the matter without delay to any of the following: the School Affirmative Action Officer, the District Affirmative Action Officer, the School Principal, or the Superintendent of Schools. Any supervisory employee who receives a complaint of unlawful harassment or discrimination must promptly refer the matter to the Superintendent of Schools, and in his absence, to the District Affirmative Action Officer.
  - ◆ Any pupil who has knowledge of, or is a victim of, unlawful harassment or discrimination should immediately report his/her allegations to any one of the following: any teaching staff member; the School Principal, the School Affirmative Action Officer, or the District Affirmative Action Officer.
  - ◆ Any employee who receives a report of unlawful harassment or discrimination of a pupil, or who has independent cause to suspect that a pupil has been subjected to unlawful harassment or discrimination, shall promptly notify the School Principal, who shall immediately refer the matter to Superintendent of Schools, and in his absence, to the District Affirmative Action Officer.
  - ◆ The complaint may be filed in single copy. If the complainant does not file additional copies, the School Affirmative Action Officer shall duplicate sufficient copies so that one is available for the complainant and the other included parties. The complaint shall be filed on the printed form provided for such complaint, or may be typewritten or clearly printed on a facsimile or alternate, on paper no less than 8" x 11". The complaint shall include:
    1. the full name of all complainants;
    2. a statement of what unlawful category of discrimination is alleged;
    3. a statement setting forth the facts deemed to demonstrate the alleged discrimination;
    4. a statement describing whether or not any action has been instituted;
    5. signature of the complainant(s); and
    6. the date the complaint is filed
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# Regulations

## Board of Education

### Woodbridge Township

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#### H. Investigation Process

The Board will investigate the matter by communicating not only with the parties involved, but also with those who have witnessed it or otherwise have knowledge of it, if appropriate. The complainant should be prepared to provide full and complete information regarding the incident. Based upon the information provided by the complainant, if appropriate, a written statement of complaint will be prepared by the investigator, which the complainant will be asked to sign.

A similar investigation will be undertaken with the individual alleged to have engaged in the conduct at issue. If appropriate, a statement will also be taken from that person. If appropriate, the investigator will then discuss with each of the parties the information and responses obtained from each of them, as well as other evidence compiled, if necessary, in order to obtain any further pertinent information from the complainant and from the alleged harasser.

Thereafter, and based on all of the information obtained in the investigation, the investigator will decide as to whether or not a determination that unlawful harassment or discrimination has occurred is warranted. If discipline is warranted, the investigator may make a recommendation as to the appropriate discipline. In the event that a determination that unlawful harassment or discrimination occurred is warranted, the determination will be based upon the investigation performed by the investigator, supplemented by further investigation, if deemed necessary. Any discipline or other action which may then be found appropriate will be promptly implemented in accordance with law.

At the conclusion of the investigation, each of the parties involved will be advised of the outcome.

12/07

(Note: Accompanying form follows this Regulation.)

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# WOODBIDGE TOWNSHIP SCHOOL DISTRICT

## AFFIRMATIVE ACTION GRIEVANCE REPORT

From: \_\_\_\_\_  
*Grievant*

To: \_\_\_\_\_  
*Affirmative Action Officer or Building Administrator*

Date of incident: \_\_\_\_\_ Date report submitted: \_\_\_\_\_

Describe the incident/complaint being reported. (Use additional pages if needed.)

Have other proceedings been initiated to date?                      **Yes** \_\_\_\_\_      **No** \_\_\_\_\_

\_\_\_\_\_  
Signature of Grievant

\*\*\*\*\*

**This portion to be completed by Building Administrator or Affirmative Action Officer.**

Re: Complaint submitted by \_\_\_\_\_, Grievant

Investigatory information:

Action(s) taken, if any:

\_\_\_\_\_  
*Date Grievance Received*

\_\_\_\_\_  
*Person in charge of investigation into incident/complaint*

c: *Superintendent's Office  
Personnel Services*

*(Re: Reg. #1040, Equal Opportunity / Non-Discrimination /  
Sexual Harassment Complaint Procedure)*

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# Regulations

## Board of Education

### Woodbridge Township

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#### #1050 CURRICULUM DEVELOPMENT

##### A. Organization

1. As one of several means available to the Board of Education to explore areas for curriculum revision and development and to explore creative approaches to class organization and methods of instruction, curriculum committees shall be selected.
2. The Assistant Superintendent for Curriculum and Instruction or his/her delegate shall select the various committee representatives.

##### B. Committee Development

1. A curriculum committee may consider and advise the Assistant Superintendent for Curriculum and Instruction on such matters as curriculum, methods of instruction, classroom organization, inservice teacher training, and philosophy and educational goals of the district.
2. A curriculum committee shall seek and encourage the submission of written suggestions from all interested parties. Curriculum committees shall meet according to a regular schedule.

##### C. Committee Recommendations

1. After consideration of reports by its subcommittees, a curriculum committee shall channel its recommendations through the appropriate administrator(s).
2. The Board of Education will consider all written recommendations submitted to the Superintendent via the Assistant Superintendent for Curriculum and Instruction on behalf of the Committee.

##### D. Funding

The Board of Education will provide funds in its annual budget, where possible, for the purpose of assisting committees in establishing effective procedures for implementing curriculum development.

##### E. Sub-committees

A curriculum committee shall have the authority to designate sub-committees. The subcommittees are empowered to appoint other study groups. The study groups shall work under direct authority of their sub-committee and report only to their subcommittee.

Reference: Policy #105

# Regulations

## Board of Education

### Woodbridge Township

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#### #1060 CONCEPTUAL MODEL FOR CURRICULUM GUIDES

The Board of Education will provide a comprehensive instructional program to serve the educational needs of the children of this district. In furtherance of this goal and pursuant to law, the Board shall annually adopt courses of study. No course of study shall be taught in the schools of this district unless it has been adopted by the Board.

#### A. Process:

1. Course guides shall be developed as an outcome of curriculum committees.
2. Course guides shall be prepared by curriculum committees during the summer following a major program adoption and prior to its implementation the succeeding fall.
3. Course guides shall be prepared every six years, if no major program adoption is made.
4. Curriculum committees shall be appointed and meet no later than the April 1 prior to their summer assignments.
5. The committee chairperson(s) shall be named by the Assistant Superintendent for Curriculum and Instruction.
6. The committee chairperson(s) shall nominate to the Assistant Superintendent for Curriculum and Instruction the names of the members of the committee.
7. The committee chairperson(s) shall be responsible for the assignment of duties to committee members, the overseeing of the task, the meeting of deadlines, the proofreading of the guide, the facilitation of its duplication and its distribution, and its preparation for presentation to the Board for adoption. The committee chairperson(s) shall assist in the guide's implementation, review and revision.

#### B. Format:

1. Course guides shall be contained in loose-leaf notebooks in order to facilitate the additions and deletions necessary to keep all guides current and functional.
2. The cover design shall include the district emblem.

#### C. Content:

Each guide shall contain, as appropriate to the course of study:

1. Table of contents.
  2. Course description of not more than one page in length.
  3. Overall program goals and objectives and their relationship to district goals relevant to the course.
  4. Specific objectives.
  5. Skills to be developed pertinent to the Sequential Development of Study Skills.
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# Regulations

**Board of Education  
Woodbridge Township**

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6. Unit time / allotments.
7. Content / concepts.
8. Suggested learning activities.
9. Suggested teaching strategies.
10. Bibliography of required and optional books, periodicals, audio-visual materials, and available community resources.
11. Monitoring checklists for objectives and skills.
12. Evaluation model for the course.

Reference: Policy #106

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# Regulations

## Board of Education

### Woodbridge Township

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#### #1070 ADOPTION OF TEXTBOOKS AND SUPPLEMENTARY BOOKS

Requests for new adoptions of basic textbooks and supplementary books may be made by district-wide curriculum committees or representative teacher committees. District-wide curriculum committees usually are employed during the summer for the purpose of developing or revising courses.

Representative teacher committees may at any time during the year request new adoptions of basic textbooks and supplementary books. The request may be initiated by a teacher, staff leader, chairperson, coordinator, supervisor, or administrator.

A representative committee should be comprised of three or more teachers from different schools, where possible, presently teaching the course or subject for which the selection is intended. The Office of Instructional Services will assist in this committee selection.

Both groups should use the following procedures for the selection and recommendation of basic textbooks and supplementary books.

- A. The book should be read and examined by each one of the committee members. The committee members should also examine, whenever possible, at least three other books similar in nature to the one selected for adoption.
- B. A written evaluation of the book by each one of the committee members should be submitted to the chairperson of the summer committee or to the person initiating the request. A suggested form is available to assist committee members in their evaluation. ("Textbook and Supplementary Book Evaluation Form")
- C. The committee chairperson will also read and examine the basic textbook and/or supplementary books requested.
- D. The chairperson on the curriculum committee or the person initiating the request on the representative teachers' committee will be responsible for completing the "Textbook and Supplementary Book Evaluation Form."
- E. The "Textbook and Supplementary Book Evaluation Form" and a copy of the book will be submitted to the department chairperson who will forward it to the Office of Instructional Services.
- F. The Office of Instructional Services will then forward this request to the Superintendent of Schools who in turn will forward it to the Board for approval. However, if the Office of Instructional Services has any questions concerning these selections, a meeting with the chairperson and committee members will be called.

Reference: Policy #107

# Regulations

## Board of Education Woodbridge Township

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### #1080 RESOURCE MATERIALS

The following factors will be considered by school librarians when selecting books and audio/visual materials for recommended use in a school library:

- A. Content with regard to truth and art must be considered in the selection process. In the first instance factual accuracy, authoritativeness, balance, and integrity are the goals. In the second stimulating presentation, imagination, vision, creativeness, style, vitality, and distinction are desired.
- B. Recommended materials should be carefully balanced to include various points of view on any controversial subject.
- C. Each book or audio/visual aid should enrich or supplement the curriculum.
- D. Selection criteria should include consultation of standard reviewing organizations: for example, American Association of School Librarians, National Council of Teachers of English, etc.
- E. Staff evaluation and recommendations are to be considered before selections are made.

Purchase of resource materials should, wherever possible, be centrally coordinated for use in many district schools.

Reference: Policy #108

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# Regulations

## Board of Education Woodbridge Township

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### #1090 INSTRUCTIONAL SUPPLIES

It is the policy of the Board of Education to provide teaching staff members with the supplies, materials, and equipment necessary for the implementation of each curriculum guide and each student with the supplies and materials he/she needs for the successful completion of courses of study which are part of the curriculum, except for the following:

- A. Where non-reusable clothing or equipment (such as gym outfits) is required for reasons of safety, health, or the protection of school property, pupils will be requested to provide their own clothing or equipment which shall meet standards set by the school. Gym uniforms of a particular color or style shall not be required. The principal may, however, arrange for the availability of school supplies, gym suits, etc., desired by the student body and to advise the student body of the commercial location where these items may be purchased.
- B. Where a pupil chooses to prepare a useful item which he/she is permitted to keep (such as in wood shop, home economics, etc.), he/she shall pay the district the cost of materials used. Pupils shall be given a choice of making something for themselves or something for the school.
- C. Students may be required to provide certain supplies for the conduct of co-curricular activities that are not otherwise available in school.

Where the foregoing requirements seem to impose a financial hardship on a pupil, the teacher shall check with the nurse or principal for guidance. District funds may be used to pay for those who cannot afford to meet these regulations.

Reference: Policy #109

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# Regulations

## Board of Education

### Woodbridge Township

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#### #1100 GUIDANCE DEPARTMENT GOALS

##### A. Philosophy

We believe that the best way for students to mature is to provide them as much opportunity as possible to accept responsibility for their own behavior while they have supportive resources available for help, if necessary. Therefore, school experiences should be designed so that students are given increasingly greater responsibilities as they grow up, are encouraged to test their potential and be creative in the process of becoming all they can be. In order to be effective and efficient, guidance services must face serious problems when they occur. Successful counseling results in increased student independence.

##### B. Mission

Our mission is to enable each student to set and achieve his/her own educational, personal and career goals and to function effectively as a member of society, now and in the future.

##### C. Goals

To accomplish this mission, counselors:

1. Act as an advocate for students;
2. Work with students individually and in groups;
3. Use school, community and family resources;
4. Meet with parents when and as necessary;
5. Function as members of an educational team;
6. Intervene in crisis situations immediately;
7. Promote, and assist in providing, curricular experiences that support the department's mission;
8. Collect, disseminate and interpret information which students need for goal setting and decision making;
9. Coordinate and administer the district's standardized testing program;
10. Participate in activities that foster professional growth.

In the context of achieving educational, personal and career goals and functioning as a member of society, each student will demonstrate the ability to:

1. Describe his/her own pattern of strengths and needs;
  2. Establish a plan for his/her development based on knowledge of self and the world of work;
  3. Identify options;
  4. Gather and process information;
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# Regulations

Board of Education  
Woodbridge Township

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5. Solve problems;
6. Plan, make and implement decisions;
7. Manage time according to his/her priorities.

Reference: Policy #110

3/90

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# Regulations

## Board of Education

### Woodbridge Township

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#### **#1110 CHILD STUDY TEAM RESPONSE TO THREATENED OR ATTEMPTED SELF-DESTRUCTION**

Upon notification from a school that a student has reportedly or actually threatened or attempted self-destruction, the Child Study Team shall respond in the following manner:

- A. Social worker and psychologist will report to the school immediately. (If the team members assigned to the school are not in the district at this time, substitutes will be dispatched by the Office of Special Services.) A guidance counselor or other staff member will remain with the student until team members arrive.
- B. Team members will meet with the student and involved school personnel to determine the extent of the problem.
- C. If, in the judgment of team members, there appears to be imminent danger, steps shall be taken to arrange for the district psychiatrist (or a suitable substitute in his/her absence) to see the student in order to determine the appropriate course of action.
- D. If it appears that parental cooperation will not be forthcoming, a visit to the psychiatrist may be arranged without parental permission.
- E. Any exception to these guidelines shall require a conference with the Director of Special Services.

If the psychiatrist verifies the need for hospitalization or other emergency treatment, and parent cooperation is not obtainable, the Child Study Team shall immediately contact the Division of Youth and Family Services (DYFS) and request their intervention to provide protection for the student.

It shall be the responsibility of the team members to keep the Director of Special Services informed of each step taken under these guidelines.

Reference: Policy #111

# Regulations

## Board of Education

### Woodbridge Township

---

#### #1111 CHILD STUDY TEAM PROCEDURES

Each Child Study Team consists of a properly certified school psychologist, school social worker, and learning disabilities teacher consultant. A team member is elected by each team to serve as team chairperson.

#### A. New Referrals

1. Team chairpersons arrange a team meeting at least once a week to review the records of all pupils who have been identified as potential learning problems by staff members in individual schools. Based on information included in the identification forms, interventions which have been introduced and prior information obtained by team members at the school, a decision is made as to which team member should make the first contact on the new case. In all cases, except emergencies, an initial contact will have been made with the classroom teacher and will have included observation of the child in the classroom setting.
  2. From the time an identification form is received for a student, a complete record will be kept of all actions taken on the child's behalf. This includes school contacts, home contacts, agency contacts, etc.
  3. After initial investigation by the Child Study Team of a child who has been identified, a decision will be made jointly by the members of the Child Study Team and appropriate school staff (teacher(s), counselor, principal) as to whether a formal referral should be made. In accordance with N.J.A.C. 6:28-1.1 et seq, it is the responsibility of the Child Study Team to obtain parental permission for the evaluation after parents have been informed of interventions that have been initiated on behalf of the child. At the time parental permission is sought, copies of the Rules and Regulations (6:28-1.1 et seq) informing them of the "due process rights" and the regulations concerning classification of students will be provided. It is the responsibility of the Child Study Team to reach conclusions about the case and to implement a program within ninety days after the original contact with parents for permission to proceed with the evaluation.
  4. Where special class placement is to be considered, the Director of Special Services is contacted to explore the possibilities or availability of appropriate district classes to meet the needs of the child under consideration.
  5. In accordance with State Department regulations for students who are to be classified, individual reports of team members will not contain specific recommendations. Instead each team member will write a report explaining findings from testing, interviewing, observations, or home visits. The team will then meet with parents and appropriate school personnel to determine the student's eligibility for classification and to develop specific recommendations and objectives. These will be recorded in the Individualized Educational Program which is developed during a meeting with parents and appropriate staff members in accordance with N.J.A.C. 6:28-1.1. All participants in the meeting for the development of the Individualized Educational Program will sign the completed form. Objectives on the Individualized Educational Program will be written in measurable terms with approximate time line for achievement developed for each objective.
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# Regulations

## Board of Education

### Woodbridge Township

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6. In every case where in-district or out-of-district special class placement is recommended, the entire team will participate in the meeting with parents for interpretation of team findings.
7. Paperwork shall be processed as soon as possible, and all requests for Special Class Placement, Supplementary Instruction, Out-of-District Placement, Speech or Hearing Evaluations, or Transportation shall be forwarded to the Director of Special Services.

#### B. Re-Evaluations

1. In accordance with the provisions of N.J.A.C. 6:28-1.1, each classification expires at the end of three years. Every child must, therefore, be reevaluated at the end of three years including classified children who are no longer receiving any services. Reevaluations are also necessary to declassify children.
2. Prior to starting each reevaluation, a team conference with the classroom teacher and/or guidance counselor and principal shall be arranged to determine the status of the student in relationship to his/her educational program at the time. Based on information gathered, the team shall determine which evaluations are necessary in order to write an appropriate Individualized Educational Program (I.E.P.) to meet the student's needs.

#### C. Files

1. Student files are never sent through inter-school mail. They shall be hand-carried to their destination and placed in the hands of a responsible person.
2. In accordance with rules on pupil records, all reports are available for parental scrutiny.
3. Copies of reports will not be sent to parents without a member of the department meeting with parents to review the findings. Parents must sign a request for access to their child's file, and also a receipt if copies of reports are given to them. There is a charge of \$.25 per page for the first ten pages of reports which are copied for parents, and \$.10 for all pages beyond ten. Receipts will be given to parents.

Reference: Policy #111

# Regulations

## Board of Education

### Woodbridge Township

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#### #1112 PROCEDURE FOR DUE PROCESS IN RELATION TO CHILD STUDY TEAM REFERRALS

- A. School principals will notify parents prior to identification and/or referral of a student to the Child Study Team assigned to the school.
- B. A copy of pertinent legislation (N.J.A.C. 6:28-1.1) will be provided to parents by the Child Study Team prior to obtaining the written consent of a parent for a formal referral and evaluation.
- C. When an educational program or change of placement is contemplated for a classified child, parental consent will be obtained by a signature on an Individualized Educational Program (I.E.P.) or Annual Review (AR). If parents do not consent to a referral, classification, or recommended placement of a student, a meeting will be set up with the parents, Child Study Team, Director of Special Services, and other involved staff members.
- D. If agreement is not reached at this stage, a meeting with parents will be scheduled with the Superintendent of Schools.
- E. After a meeting with the Superintendent, parents or the district may request an administrative review by the County Superintendent of Schools or the Department of Education (pursuant to N.J.A.C. 6:28-1 and N.J.A.C. 1:6A), if there is still lack of agreement on referral, evaluation, classification, or an educational program for a student.
- F. If the parties to an administrative review reach an agreement, the conclusions shall be incorporated in a written settlement agreement, signed by each party and binding upon the parties. (N.J.A.C. 6:28-1.8C2)
- G. A request for a formal hearing may be submitted to the Commissioner by either party, and a hearing will be conducted by the Office of Administrative Law pursuant to procedures in N.J.A.C. 1:6A. The decision of the administrative law judge shall be final.
- H. Although an administrative review is not a prerequisite for a hearing (N.J.A.C. 6:28-1.8(c)), the Board of Education encourages the utilization of an administrative review prior to a request for a hearing.

Reference: Policy #111  
N.J.A.C.6:28-1

# Regulations

## Board of Education

### Woodbridge Township

---

#### #1114 ADMINISTRATIVE REVIEW PROCESS AND CONFLICT RESOLUTION PLAN FOR CHILD STUDY TEAM REFERRALS

The Woodbridge Township Board of Education attempts to prevent conflicts between parents and the school district or to resolve conflicts that arise prior to a request for a due process hearing in matters concerning actions of the Child Study Team. Therefore, the procedures listed below shall be followed.

- A. School principals will notify parents prior to identification of a student to the Child Study Team assigned to the school.
  - B. A copy of pertinent legislation (N.J.A.C. 6:28-1.1 and N.J.A.C. 1:6A) will be provided to parents by the Child Study Team prior to obtaining the written consent of a parent for formal referral and evaluation.
  - C. Written notice in accordance with 6:28-2.3 shall be provided to parents when:
    - 1. parent consent is sought for referral of the student to the Child Study Team or for initial implementation of a special education program or related service;
    - 2. scheduling a conference to determine a student's eligibility for special education or for developing an Individualized Education Program (I.E.P.);
    - 3. planning to conduct a reevaluation;
    - 4. denying a written request to the parent to initiate or change a Special Education program or service.
  - D. Following written notice concerning actions noted in "C," the Child Study Team will seek parental signature for formal referral; determining eligibility for Special Education; developing an individualized educational program (I.E.P.); or conducting a reevaluation.
  - E. If parents do not consent to a referral, classification recommended for a student, or reevaluation, an administrative review will be set up within twenty days with the parents, Child Study Team, Director of Special Services, and other involved staff members. This administrative review will be informal and will be held at a time and place convenient to all parties.
  - F. If an agreement is not reached at this stage, a meeting of the parents will be scheduled with the Superintendent of Schools.
  - G. After a meeting with the Superintendent, the parents or the district may submit a written request for mediation to the Department of Education through its county office (N.J.A.C. 6:28 2.6(c)), if there is still lack of agreement on referral, evaluation, classification, or an educational program for a student.
  - H. The New Jersey Department of Education, through its county office, shall provide a mediation conference within twenty calendar days after receipt of the written request from
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# Regulations

## Board of Education Woodbridge Township

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the parent or district to determine issues, explore options, and attempt resolution of the conflict.

- I. If the parties, through administrative review, reach agreement, the conclusion shall be incorporated in a written settlement agreement signed by each party and binding upon all parties.
- J. Although an administrative review is not a prerequisite to a hearing (N.J.A.C. 6:28-2.7), the Board of Education encourages the utilization of the administrative review prior to a request for a due process hearing.
- K. A request for a due process hearing may be submitted in writing to the New Jersey Department of Education by either party within thirty days.
- L. Within seven calendar days of receipt of the written request, the New Jersey Department of Education shall conduct a settlement conference as the first step of the due process hearing.
- M. If the agreement is not reached at the settlement conference, the matter shall be transmitted to the Office of Administrative Law for a hearing in accordance with N.J.A.C. 1:6K. The decision of the administrative law judge shall be final.

Reference: Policy #111  
N.J.A.C. 6:28-1

# Regulations

## Board of Education

### Woodbridge Township

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#### #1120 EXTENDED SCHOOL YEAR PROGRAM

It is the policy of the Board of Education to provide an Extended School Year Program for classified (disabled) children in accordance with the following regulations:

A. Eligibility:

The Extended School Year Program is open to any classified (disabled) student who is a resident of Woodbridge Township and whose IEP Team has determined that an extended school year program is appropriate.

B. Tuition:

All programs shall be offered free to participants.

C. Course Offerings:

Educational programs to be offered in the Extended School Year Program are selected by the Office of Special Services and approved by the Board of Education.

D. Implementation:

1. The school day and calendar will be adopted by the Board upon recommendation of the Superintendent.
2. The staff will be hired by the Board upon recommendation of the Superintendent and in accordance with the negotiated agreement.

E. Operating Rules:

1. Attendance must be taken and the home notified following the third successive absence.
2. Pupils will not be permitted to leave the school premises before completion of their scheduled classes, unless a written note is presented to the Director of the Extended School Year Program.
3. A report of each student's progress shall be sent to the Office of Special Services to be placed in the student's confidential file.

F. Transportation:

Transportation is available to all pupils who attend the Extended School Year Program.

Reference: N.J.A.C. 6A:14-3.7  
Policy #111 and Policy #112

# Regulations

## Board of Education

### Woodbridge Township

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#### #1121 FREE AND APPROPRIATE PUBLIC EDUCATION

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

- A. Procedures regarding the provision of a free and appropriate public education to students with disabilities who are suspended or expelled are as follows:
1. School officials responsible for implementing suspensions in the district are Principals and/or Vice Principals.
  2. Each time a student with a disability is removed from his/her current placement for disciplinary reasons, written notification of the removal is provided to the case manager by the Principal and/or Vice Principal.
  3. Removal for at least half of the school day shall be reported via the Electronic Violence and Vandalism Reporting System.
  4. Each principal will ensure that a system is in place to track the number of days a student with disabilities has been removed for disciplinary reasons.
  5. Documentation will include student's name, the infraction, time suspended and cumulative days suspended including removal for a portion of the school day which is counted proportionately.
  6. When a student is suspended from transportation, it is not counted as a day of removal if the student attended school.
  7. Suspension from transportation is counted as a day of removal if the student does not attend school.
  8. If transportation is included in the student's IEP as a required related service, the district shall provide alternate transportation during the period of suspension from the typical means of transportation.
  9. Suspension from transportation may be counted as a day of absence rather than a day of removal if the district made available an alternate means of transportation and the student does not attend school.
  10. When a student with a disability participates in an alternate class setting program, the Principal or Vice Principal shall ensure that participation in the program is not considered removal when determining whether a manifestation determination must be conducted if the program provides the following: opportunity to participate and progress in the general curriculum, services and modifications specified in the student's IEP, interaction with nondisabled peers to the extent they would have in the current placement and the pupil is counted as present for the time spent in the alternate class setting.
  11. When a series of short-tem removals will accumulate to more than ten school days in a year, the case manager will consult with the principal/vice principal to determine whether the removals create a change of placement according to N.J.A.C. 6A:14-2.8(c)2. Written documentation of the consultation between the school administration and the case manager shall be maintained by the case manager. If it is determined that there is no change of placement, the principal/vice principal, case manager and special
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# Regulations

## Board of Education Woodbridge Township

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education teacher will consult to determine the extent to which services are necessary to enable the student to participate and progress appropriately in the general education curriculum and advance appropriately toward achieving the goals set out in the student's IEP.

12. When a disabled student is removed from his/her current placement for more than ten days and the removal does not constitute a change in placement, the case manager shall convene a meeting of the IEP team and, as necessary or required, conduct a functional behavior assessment and review the behavioral intervention plan according to N.J.A.C. 6A:14 Appendix A, 20 U.S.C. 1415(k). The IEP team shall review the behavioral intervention plan and its implementation, determine if modifications are necessary and modify the plan and its implementation as appropriate. The case manager will document the date and the outcome of the meeting and maintain a copy in the student's file.

### B. Procedures Regarding the Provision of a Free and Appropriate Public Education to Preschool Age Students with Disabilities

To ensure that preschoolers with disabilities who are not participating in an early intervention program have their initial IEPs in effect by their third birthday, a request for an initial evaluation shall be forwarded to the district.

1. A parent may call the Office of Special Services or submit a written request for an evaluation.
2. The district will respond to referrals of preschoolers according to N.J.A.C. 6A:14-3.3(e).
3. The Child Study Team will convene a referral/identification meeting within twenty calendar days (excluding school holidays but not summer vacation) of the date of the request.
4. A program shall be in place no later than ninety calendar days from the date of consent.

### C. Procedures Regarding the Provision of a Free, Appropriate Public Education to Students with Disabilities Who Are Advancing from Grade to Grade

The Director of Special Services shall ensure students with disabilities who are advancing from grade to grade with the support of specially designed services, continue to be eligible when as part of a reevaluation, the IEP Team determines the student continues to require specially designed services to progress in the general education curriculum; and the use of functional assessment information supports the IEP Team's determination.

### D. Procedures Involving Procedural Safeguards to Students Not Yet Eligible for Special Education

Disciplinary procedural safeguards will apply to students not yet eligible for special education. The parent and/or adult student may assert any of the protections of the law if the district had knowledge the student was a student with a disability before the behavior that precipitated the disciplinary action occurred.

Reference: Policy #112, Adopted 3/19/09

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# Regulations

Board of Education  
Woodbridge Township

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## **#1130 IDENTIFICATION OF PUPILS FOR PROGRAMS FOR THE GIFTED AND TALENTED**

Identification is primarily a matter of selecting or devising systematic and objective means of recognizing the characteristics of gifted and talented children. Many variables enter into the process.

Identification procedures should involve the use of all available observational and test data. Identification and selection should also begin early and should be continuous and systematic throughout the school year. The chronology of development revealed through observations and multiple evaluations made continuously over an extended period serves better than any single device or rating to assess the abilities of the gifted or talented individual.

Screening includes some or all of the following: group tests of intelligence and achievement, creativity tests, teacher nominations, parent interview, pupil data, and pupil products. District-devised forms are used as an initial step to identify the gifted pupil population of the Woodbridge Township School District.

Once the child is admitted into the program, an interest inventory is administered to help the teacher in the preparation of group and individual lesson plans.

Reference: Policy #113

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# Regulations

## Board of Education

### Woodbridge Township

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#### #1140 GUIDELINES FOR THE ACADEMIC SUPPORT PROGRAM

A. Introduction:

The guidelines for the Academic Support Program will be in effect unless state or federal regulations require that they be modified in order to conform with revisions in regulations, guidelines, or funding policies.

B. Scope of the Academic Support Program:

The Academic Support program will be implemented in grades 1-12 in both Language Arts/Literacy and Mathematics based on the results of the annual district-wide screening procedures. The program shall include both locally funded and Title I programs in grades 1-12.

C. District-Wide Screening (Needs Assessment):

The annual district-wide screening program is used to identify students who are eligible to participate in the Academic Support Program. The screening will be conducted through the use of the instruments listed below:

Instrument	Grade Level	Date of Assessment
Test of Basic Experience (TOBE)	K	October
District Language Arts Assessment	K-2	May
District Mathematics Assessment	K-2	May
New Jersey ASK	3-7	March
S-Test	9-10	March
Grade 8 Proficiency Assessment (GEPA)	8	March
High School Proficiency Assessment (HSPA)	11-12	October/March

D. Assignment of Students:

The results of all instruments utilized in the annual district-wide screening process will be analyzed, the names of qualifying students extracted, and lists will be provided to classroom teachers for their recommendations and ratings of non-cognitive areas. On the basis of this data, students who will be required to participate in the program will be identified and scheduled for Academic Support classes the following September.

E. Notification of Parents and Appeals Procedure:

1. Parents of students assigned to the Academic Support Program will be notified in writing of their children's participation in this program. This notification will be in the parent's primary speaking language in so far as possible. At the same time, parents will be notified of the availability of their children's ASI portfolio and work samples for review.
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# Regulations

## Board of Education Woodbridge Township

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2. If parents have strong objections to their children participating in this program, they may appeal in the following manner:
  - a. Request an appointment with the principal for the purpose of discussing the reasons for their child's placement in the program.
  - b. Parents who still object to their child's inclusion in the program may present additional data in support of their child's removal from the program. In addition, the parent may request in writing that their child be re-evaluated on the same or equivalent standardized test. The principal will review this new information to determine whether or not inclusion in the program is appropriate.
  - c. If there is still no agreement concerning the child's placement in Compensatory Education classes, the parent has the right to appeal to the Assistant Superintendent of Curriculum and Instruction.
  - d. If a solution satisfactory to all parties is not achieved, appeals may be addressed to successive administrative levels, the Superintendent of Schools, the Board of Education, and the County Superintendent's Office.

### F. Participation in the Program:

1. An individual work portfolio will be maintained annually for each student involved in the program.
2. Each student's progress will be monitored in accordance with his/her portfolio and records of progress will be maintained by the ASI teacher.
3. Pre and Post-testing will be on a Spring-to-Spring basis. That is, each student's screening score will also be his/her pre-test score and the following year's screening will be the post-test.
4. The district will maintain appropriate records of pre and post-testing as required by state and federal guidelines. Included will be all annual program evaluations.
5. Participation in the program will be noted in the student's permanent record in the prescribed manner.
6. Student information folders shall be passed from school to school and grade to grade.

### G. Credit for Academic Support:

Students in grades 9 -12 will receive credit for participation in the program and such credit will be pro-rated in conformity to all applicable state guidelines for earning credit. For credit to be granted, a minimum time equivalent to one cycle must be completed and participation must be judged adequate.

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# Regulations

## Board of Education

### Woodbridge Township

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#### H. Communication:

Teachers in the Academic Support Program shall maintain regular contact with parents and appropriate members of the professional staff, including classroom teachers and guidance counselors.

#### I. Seniors enrolled in Academic Support Classes:

Seniors involved in the Academic Support Program will, as will all students, be required to pass the High School Proficiency Assessment (HSPA) in order to graduate. Those students who do not pass the HSPA by October of their senior year will participate in the Special Review Assessment (SRA) process.

#### J. Parent Involvement Program:

The goals of the ASI/Title I Parent Involvement Program are as follows:

1. To provide each parent with information (in their primary speaking language where possible) regarding their child's inclusion in the program and the availability of the portfolio for review.
2. To involve all interested parents in the annual planning, design, and implementation meeting.
3. To provide both day and evening time periods during the school year when parents may schedule individual meetings with elementary school ASI teachers.
4. To encourage the participation of secondary school ASI teachers in all open house and school functions and to provide opportunities for parents to review the portfolios at those times.
5. To provide parents with report cards indicating pupil progress. Such reports will be issued in conjunction with the district's regular report card program. These reports will be in the primary speaking language of the parents where possible.

#### K. Annual Planning Meeting:

The annual ASI/Title I Planning, Implementation, and Design Meeting will be scheduled in the Fall of each year for a twofold purpose: to provide basic information about current programs, and to solicit the input of parents, educators, and community members regarding the planning, development, and operation of the program. Additional opportunities for parent input will be provided at individual parent-teacher conferences, and middle and high school open house meetings.

#### L. Assessing the Parent Involvement Program:

Assessment of the parent Involvement Program will be accomplished through the distribution of questionnaires to parents in the spring of each year. Responses will be tallied by administrative personnel and recommendations for increasing parent participation will be considered and, if feasible, implemented. In addition, attendance figures from the various parent meetings will be monitored.

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# Regulations

## Board of Education

### Woodbridge Township

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#### M. Summary of the Parent Involvement Program:

1. At the beginning of each school year, a letter will be sent home to all parents of children selected for the Title I program. This letter will inform the parents of their child's inclusion in the program, the reasons for such inclusion, and the nature of the instruction to be provided. In addition, all parents will be informed of the existence of a portfolio prepared for each student and of its availability for inspection and signature at any time during the school year. All parents will be invited to attend the district-wide Title I planning and implementation meeting as well as Title I parents meetings to be held at each project school during the early part of the school year. These meetings will provide the parents with information regarding the instructional objectives and methods of the program as well as opportunity to provide input into planning future Title I projects.
2. Academic Support (Title I) teachers will provide progress reports for parents of students in grades 1-5 at regularly scheduled times each year. In addition, parent conferences will be scheduled each year with both afternoon and evening conference times available. During these conferences, student portfolios will be available for parents to inspect and sign.
3. Each Title I school will conduct meetings at least once each year where parents of Title I students will be afforded the opportunity to meet with school personnel for the purposes of planning, consultation, advising, and evaluation and to insure ongoing parental input toward achieving program objectives and developing a feeling of partnership. These meetings will be open to Title I parents as well as to all other interested parties.
4. Provisions will be made, as far as practical, for the translation of program notices, progress reports, and other printed material related to the Title I program.
5. Each Title I project school, working with the parents of its students, will develop a school-parent compact which outlines how parents, staff, and students will share responsibility for promoting higher student achievement. A copy of this compact will be provided to the parents of each Title I student.
6. There will be an annual evaluation of the both content and effectiveness of the Title I parental involvement program and of the Title I program as a whole. During this process, opportunities for parent input will be provided.
7. Other types of parental involvement will also be encouraged. These can include the district's Family Math program and the Family Writing program as well as the encouragement of activities which parents and children can do together at home such as reading together.

Copies of this policy will be made available to all parents of students involved in the Title I program.

Reference: Policy #114

3/07

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# Regulations

## Board of Education

### Woodbridge Township

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#### #1150 HOMEBOUND (BEDSIDE) INSTRUCTION

- A. All assignments are made through the Office of Special Services.
- B. Teachers and/or guidance counselor should be contacted as soon as possible.
- C. Accurate time sheets must be kept of all cases. The time sheet is to be signed by the parent and attached to the complete voucher.
- D. Time sheets and vouchers are to be submitted by the 3rd working day of each month. Teachers must send in time sheets and vouchers each month.
- E. All books and supplies will be furnished by the school in which the pupil is registered.
- F. Instruction will be given only on days school is in session. Each child will receive a minimum of 5 hours of instruction per week.
- G. The instructor shall forward grades to the principal of the school the youngster attends.
- H. Certified personnel giving bedside instruction shall be paid as annually approved by the Board.
- I. Instructors will receive mileage reimbursement, one way from instructor's school to youngster's residence, as approved by the Board.
- J. If there are any questions pertaining to payment for bedside instruction or mileage, the Office of Special Services should be contacted.

Reference: Policy #115

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# Regulations

## Board of Education

### Woodbridge Township

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#### #1160 CONTROVERSIAL ISSUES IN THE CLASSROOM

To assist teachers in the instruction of controversial issues in the classroom, the following guidelines are recommended.

Teachers must consider:

- A. The chronological and emotional maturity of the pupils;
- B. The importance, interest, appropriateness and timeliness of the issue as it relates to the course and the pupils;
- C. The extent to which they can successfully handle the issue from a personal standpoint;
- D. The amount of the time available to examine the issue fairly.

Controversial issues should also be handled as they arise in the classroom and should be discussed in such a way as not to restrict or restrain the academic freedom of either the teacher or the students. Neither the teacher nor the students in the classroom should avoid an issue simply because it is of a controversial nature, nor should an issue be raised merely because it is of a controversial nature.

When handling controversial issues the teacher may express his/her own personal position on that particular issue, as long as he/she makes it clear that it is only his/her opinion. The teacher must not, however, bring about a single conclusion to which all students must subscribe.

In handling a controversial issue the teacher should encourage students' views on issues as long as the expression of those views is not derogatory, malicious, or abusive toward other student views.

In handling controversial issues in the classroom, both teachers and students should use the critical thinking process in examining the many sides of each issue. Students should be encouraged to come to their own conclusion to a particular problem after independent inquiry.

Reference: Policy #116

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# Regulations

## Board of Education

### Woodbridge Township

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#### #1170 CONTROVERSIAL ISSUES REGARDING INSTRUCTIONAL MATERIALS

If a teacher, department head, administrator or Board member receives an oral or written complaint about any book assigned as required reading or alleged to have been assigned, the following process will be followed without exception:

- A. If the complainant telephones or writes, he/she should be listened to or answered courteously, but the recipient of the call will make no statement of the fact, commitment, admission of guilt, promise or threat.
- B. The person receiving the call will invite the complainant to meet, within 48 hours, with the principal and with the department head or the subject area leader if a secondary school is involved. The teacher will be invited to attend the meeting at the discretion of the principal.
- C. If the recipient is a Board member, he/she will ask the complainant to call the building principal and discuss the matter with him/her.
- D. If the recipient of the call is the teacher, the teacher should immediately refer the complaint to the principal.
- E. If the complainant refuses to meet with the school personnel as suggested above, he/she is to be offered a copy of the "Citizen's Request for Reconsideration of Book" form, so that he/she may submit a formal statement to the Book Selection Committee.
- F. If the complainant appears at the conference suggested above, he/she will, if he/she continues to indicate objection to his/her child's reading the book in question, be assured that his/her child does not have to read the book and that another assignment will be substituted for his/her child unless the book objected to is an officially adopted text.
- G. If the complainant requests any other action, he/she must, within 48 hours, complete the "Citizen's Request for Reconsideration of a Book" form before there can be any investigation of the title's suitability.
- H. The book and the complainant's form will then be referred to a specially constituted committee, which shall consist of the appropriate director, the building principal, the building chairperson or staff leader where applicable, and two teachers from outside the building. A period of at least one week will be set aside for re-appraisal of the book and consideration of the complaint.
- I. At the end of this week, the complainant will be invited to meet with the Superintendent, who will have been fully briefed by the committee. The Superintendent will announce the committee's decision and the rationale for the decision.
- J. No administrative decision, regarding the prescription of materials if such is ultimately deemed necessary, will be made until the above process, as outlined, is terminated.

Reference: Policy #117

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# Regulations

## Board of Education

### Woodbridge Township

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#### #1190 HOMEWORK

Homework is any activity assigned to extend classroom learning outside of class. Since learning is a continuing process that begins in the classroom under the direction of the teacher and continues at home with meaningful follow-up activities, homework is an integral part of the learning process. The teacher, the student, the parent, and the school administrator are all partners in this process. The following regulations have been established to guide each of the members in this partnership to ensure the success of the learning experience.

#### A. The Student

The student should:

1. Understand the nature of the assignment and how it relates to other classroom activities; if necessary, ask questions for a clearer understanding of the assignment;
2. Manage his/her time so that all assigned tasks will be completed and that there will be time for review of the day's classroom activities as a preparation for the next day's activities;
3. Work each day, or regularly, towards the completion of longer term assignments so that they may be finished by deadlines;
4. Realize that homework is not limited to written assignments. Reading assignments must also be completed in preparation for the next day's classroom activities;
5. Fulfill the requirements listed in the "Guidelines for Written Work" which applies to all written work in the school district;
6. Complete and turn in on time all assignments to meet the announced deadlines;
7. Complete and turn in make-up work within the prescribed time limit when absent from school;
8. Seek help for problems encountered in the completion of homework by consulting the guidance counselor, in schools where one is available.

#### B. The Teacher

Since the classroom teacher is the best authority of the need for homework that is a meaningful extension of the classroom's learning, the teacher should:

1. Provide homework assignments for all students, modifying the assignments for students with special needs;
  2. Assign homework that is relevant to the current unit of study and/or skills being developed as identified by the course of study;
  3. Not assign busy work or homework as punishment;
  4. Ensure that assignments given are realistic to the resources available to the student, that consideration is given to reasonable time limits and to the demands placed on the student by other teachers, and that the student has developed skills necessary to complete the assignment;
  5. Ensure that due dates are met;
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# Regulations

## Board of Education Woodbridge Township

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6. Review and correct every assignment and, when applicable, collect, mark and return assignments in a timely fashion;
7. Provide appropriate feedback to the student so that the student can learn from mistakes or have mastery reinforced by positive feedback;
8. Be clear in explaining the assignment and allow sufficient time for the student to ask questions or seek clarification.

### C. The Parents

Since the family's attitude towards learning is so vital to the academic success of a student, the parents should:

1. Create a positive attitude in the home towards school and homework;
2. Be aware that homework is given and that the child is responsible for its completion;
3. Establish a regular daily routine for homework by providing the time, place and proper environment;
4. Become aware of the homework expectations of their child's teachers;
5. Follow up by contacting the school in cases of lack of assignments or poor grades.

### D. The Administrator

Since the building and district administrators are responsible for implementing the homework policy within the building and acting as liaisons with parents for home support, the building administrators should:

1. Provide a procedure for informing parents about the homework expectations of their children's teachers;
2. Support the teacher in implementing these homework regulations;
3. Monitor the consistent application and interpretation of these related regulations;
4. Monitor an articulation among teachers of the amount of homework given to students to avoid "overloads";
5. Review this policy and these regulations with staff at the beginning of each school year.

### E. The Central Administrator

The Central Administrators should:

1. Supervise and monitor the consistent application and interpretation among the district staff of these procedures and the Board of Education's policy;
2. Ensure that the policy and its regulations are evaluated every three years.

Reference: Policy #119

# Regulations

## Board of Education

### Woodbridge Township

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#### #1200 ELEMENTARY SCHOOL TRIPS

A field trip is considered to be any activity conducted outside of the school area for the purpose of allowing the student to observe practical applications of principles learned in school, to visit places of historical significance that will give deeper meaning to social studies, to explore natural environments to help the student understand the world in which we live, or any experience that supplements the curriculum that is being taught in the school. Field trips should not be regarded as holidays or excursions but should be a serious part of the school's curriculum.

Elementary field trips should ordinarily be confined to the State of New Jersey. Exceptions to this may be the zoo on Staten Island for any grade, or educational sites in Philadelphia or New York City for fourth and fifth grades only.

Guidelines for field trips will be as follows:

- A. The planned trip should relate to the curriculum goals of the students taking the trip.
- B. Prior to the trip, students should be oriented to the learning that is expected to take place.
- C. Following the trip, suitable follow-up lessons should be conducted to help relate the trip to the curriculum.
- D. For future reference the trip shall be evaluated for its effectiveness. A copy of such report is to be filed with the Assistant Superintendent for Curriculum and Instruction after the field trip has been completed.
- E. All children in the instructional group shall be included in the trip unless parents specifically request that they be excused or the pupils are suspended from the regular program. Students not attending should be offered meaningful alternate activities. Participation should not be denied as a form of punishment.
- F. Provision shall be made so that financial assistance is available without public disclosure.
- G. Provision shall be made to insure the safety of all participating students and to provide adequate supervision.
- H. Field trips should ordinarily correspond with the school day so that children may go to and from school in their normal pattern. Exceptions to this rule may be made for fifth grades, but in this case the teacher in charge shall arrange for each to be met by some responsible person to insure the safe return to home.

All field trip request forms must be submitted to the Office of Curriculum and Instruction.

Reference: Policy #120

11/05

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# Regulations

## Board of Education Woodbridge Township

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### #1201 SECONDARY SCHOOL FIELD TRIPS

The field trip is an educational activity which allows students to observe and to investigate activities outside the confines of the school building. Each trip has an objective (objectives) related to a specific unit (units) as well as the general aim of extending the learning environment into the community at large.

Purposes of trips must be clear. They may be for stimulation, enrichment, reinforcement or realism. A trip complements materials discussed in class, allows students to see relationships, and may bring cultural values to students.

Each school shall establish procedures for evaluating the trips to determine that they are consistent with educational goals, safety of students, and overall operation of the school.

A. General criteria include:

1. Educational value of the trip as related to the goals of the Woodbridge Township School District.
2. Safety of students participating.
3. Degree of infringement upon other school time and instructional programs.
4. Competency of sponsors and adequacy of planning.
5. Cost to the students.
6. Opportunity for financially handicapped students to take part in the trip.
7. Nature of the student participation in the trip.

B. General guidelines include:

1. All trips must be approved by the building principal or designated administrator.
2. Trips that require an overnight stay must be approved by the Board of Education. The required forms must be completed before submission to the Superintendent through the Office of Instructional Services.
3. Trips out-of-state must be approved by the Superintendent, except to Philadelphia and New York. Submit request form to the Office of Instructional Services.
4. Trips within the community, the metropolitan area, and to places that can be reached in one day are classified as routine and require only permission of the principal.
5. An evaluative report is to be submitted to the building principal by the participating teacher or teachers following a trip. Copy of such report is to be filed with the monthly report in the Office of Instructional Services.

Reference: Policy #120

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# Regulations

## Board of Education Woodbridge Township

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### #1210 CO-CURRICULAR ACTIVITIES

It is the policy of the Board of Education to maintain a co-curricular activities program sufficiently varied to meet the wide range of vocational, recreational, social, and cultural needs and interests of the students. All students are urged to join at least one club or activity.

#### A. Joining and Existing Club or Activity

All students should be provided with information at the start of the school year on existing clubs and co-curricular activities.

#### B. Initiating a New Activity

The list of activities is in constant change as new ones are added and others are dropped. If a student or a group of students has a special interest, the principal should be informed and every effort made to satisfy that interest.

All new co-curricular activities shall comply with the following requirements:

1. Any co-curricular student organization conducted in the name of the school, whether controlled solely by the school or in conjunction with an outside organization, must receive approval by the Board of Education before commencing.
2. The accounts of all organizations utilizing separate school fiscal accounts must be listed with the Assistant Superintendent for Curriculum and Instruction.
3. Prior to the start of the new school year, the Assistant Superintendent for Curriculum and Instruction is directed to submit a list, a brief description, and the purposes of the organization, as well as the name of the custodian of each school's fund to the Board of Education.
4. Said list shall become part of district policy and will only be amended upon the approval of the Board of Education.
5. The Board of Education will review the list annually to determine if the activity serves a district need.
6. In complying with the legal requirements to audit annually any special funds of the district, the Board of Education requires adequate financial and bookkeeping controls be established as prescribed by the Assistant Superintendent for Curriculum and Instruction in conformance with the recommendations of the State Department of Education.

#### C. Reporting on Current Activities

Each principal must report annually to the office of the Assistant Superintendent for Curriculum and Instruction the financial status of each current activity.

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# Regulations

## Board of Education Woodbridge Township

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### D. Student Participation

Students who are planning to participate in school functions on school days are expected to be in school that day. Any exception to this ruling must be secured from the faculty sponsor or coach and principal. Pupils may not be excused from classes to assist in preparation for social functions without the permission of the principal.

Reference: Policy #121

11/05

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# Regulations

## Board of Education

### Woodbridge Township

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#### #1211 GUIDELINES FOR CONDUCTING CO-CURRICULAR ACTIVITIES

In order to meet the wide range of recreational, social and cultural needs and interests of all students, a variety of co-curricular activities and interest clubs are provided for students in each of the secondary schools.

It is the desire of the district to conduct co-curricular activities and interest clubs which will result in the maximum benefit and enjoyment for all participants. The following guidelines for conducting these activities are therefore established:

- A. All co-curricular activities and interest clubs which exist are to be announced to all students at the beginning of each school year and are to briefly describe the activity, clearly stated goals, and any related requirements for participation.
- B. Each co-curricular activity and interest club will meet as often beyond the normal school day as is necessary to fulfill the goals of the club.
- C. Each club or activity should have a minimum of 12 students with the exception of clubs involved in competition, such clubs to maintain the membership requirements of the league to which they belong, (i.e., Chemistry, Math).
- D. At the beginning of each year, the advisors of these activities will complete a form providing information related to the activity which they are sponsoring which will include the following:
  1. Name of the co-curricular activity sponsored;
  2. Projected number of hours per week for the activity;
  3. Projected number of hours per school year for the activity;
  4. Projected date the activity starts;
  5. Projected date that the activity ends;
  6. When meetings will be held;
  7. Amount of money paid for each activity (office can provide this information);
  8. Projected number of students who will participate in the activity.

These individual forms completed by the advisors will be kept on file in the principal's office.

- E. These forms will be utilized by the school to place the information on the form which is sent to the Office of Instructional Services, which is required in order to gain Board approval for payment to co-curricular activities and interest club advisors.
  - F. Each co-curricular activity and interest club advisor will complete a "voucher" at a time(s) designated by the school district in order to receive remuneration for the activity sponsored which certifies that the activities have been carried out as planned by the advisor at the beginning of the year.
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# Regulations

## Board of Education Woodbridge Township

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- G. If staff members serve as advisors to more than one co-curricular activity or interest club, they must conduct these activities at different times.
- H. Participation in co-curricular activities is limited to students enrolled in the school that is sponsoring the activity. No non-enrolled student can participate in any way.

Reference: Policy #121

9/81

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# Regulations

## Board of Education

### Woodbridge Township

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#### #1220 GUIDELINES FOR AUXILIARY UNITS AT THE HIGH SCHOOL LEVEL

These guidelines for auxiliary units will permit each school to develop its own individuality. Auxiliary units, cheerleaders, twirlers, color guards and drill teams are factors in the development of school spirit, of a sense of belonging, and of feelings of pride in one's school. Each school needs to have a sense of uniqueness. The Woodbridge Township School District needs to know that in the selection of these representatives, the procedures in all schools are similar, and that in the operation of the units the same general rules and regulations apply.

#### A. General

Parents shall be sent a letter prior to try-outs explaining the procedures and outlining the obligations:

1. Eligibility - practice sessions;
2. Permission to practice;
3. Insurance coverage;
4. Rules and regulations;
5. Emergency notification.

#### B. Guidelines

1. Try-outs for all units will be held as soon as is practical, at the latest, immediately after basketball season - no later than April 15 of any school year.
2. Practice sessions, (no more than ten) shall be held to demonstrate the proper skills and techniques for each unit. Attendance at four of these practice sessions for those interested in being considered is mandatory. However, recognition shall be given to certain unexpected circumstances, e.g., illness or death in the family. All practice sessions shall end no later than ten o'clock P.M.

#### C. Eligibility

1. A student must be a member of the class with which he/she entered the high school.
  2. A student must be enrolled and an active participant in a physical education class
  3. A student must have an average of C or better for the current year. A student with a grade of F in two subjects in one marking period or a grade of F in two marking periods in one subject shall not be permitted to try out.
  4. A student must have an overall rating of S in attitude.
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# Regulations

## Board of Education

### Woodbridge Township

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#### D. Selection

1. Selection for each unit shall be made by a panel of judges, consisting of no less than five, no more than nine.
2. Composition of this panel shall include one administrator and at least one outsider (invited because of expertise in the area).
3. Scores on performance shall be kept on file. Each judge shall rate each performer on specifics - i.e., routines, drill, precision, etc., on an understandable scale, i.e., 5 - excellent, 4 - very good, 3 - average, 2 - poor, 1 - unacceptable.
4. Selections shall end no later than 10 P.M.
5. Students shall be informed as to the new members of the squad in school in the morning following the last judging.
6. All scores and ratings shall be kept until time for the following year's try-outs.

#### E. Uniforms

1. The Board of Education shall supply the basic uniform. Each member is expected to provide his/her own shoes, socks and shirt.
2. All uniforms must be returned in good condition at the end of the season.
3. All uniforms worn on the field must be those supplied by the Board of Education.
4. No uniform is to be worn anywhere at any time other than those times and places specified by the advisor or advisors.

#### F. Rules and Regulations

1. Each school shall develop internal guidelines. All schools shall maintain the eligibility rules upon which selection was made.
2. Absence from practice or games, tardiness to games or practice, failure to make a "team" effort, rudeness, insubordination, and any other reason for "benching", "suspension" or expulsion from the squad shall be explained in detail to the individual. A copy of such rules and regulations shall be sent to the parents along with the congratulatory letter.

These auxiliary units are often the only evidence to the general public that a given school exists. Judgments are made on the basis of their appearance and behavior. They become, in the eyes of the public, "the school". It behooves all administrators and advisors to develop, to the best of their abilities, an awareness of this responsibility, pride, and a realization that once they don that uniform they become "Colonia", "Kennedy" or "Woodbridge" and have the obligation of behaving in such fashion that all of the township feels an equal responsibility in supporting them.

Reference: Policy #122

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# Regulations

## Board of Education

### Woodbridge Township

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#### #1221 HIGH SCHOOL INTER-SCHOLASTIC ATHLETIC TEAM PRACTICE DURING SUMMER MONTHS

According to the NJSIAA, the following guidelines governing students participating in interscholastic athletic teams during the summer months are to be followed:

- A. Summer athletic team practice is allowed from the Monday following the last NJSIAA spring season championship in June.
  - B. Schools may issue any and all equipment for practice use during the summer recess and the local school district may determine to what extent the school, the coaches, and the students are to be involved in the “summer recess” program.
  - C. A school may not sponsor a team/individual, pay entry fees, provide transportation, or in any way have a team/individual represent their school outside of the seasonal datelines for that sport in competition against their schools. School equipment may be provided. A coach/team or Student/Athlete may not be sponsored or supported by a school or school-related group when team-interscholastic or individual competition takes place as part of the activity in camps, clinics, or recreation programs/independent play.
  - D. A member of a school’s coaching staff may not be involved in any way with a non-school team on which there are team members who participated on the freshmen, junior varsity, or varsity team of the coach’s high school team(s) in that sport until the day after the date of the latest scheduled date for the NJSIAA Championships in the Spring Sports Season.
  - E. Opening day for cross-country, football and soccer will be the Friday before the second Saturday in September during a time period known as “zero week”. Tennis may start after six days of practice. Summer recess practices do not count for the “six-day” interschool scrimmage or game provisions. Only those practices from the official opening of the sports season may be counted to fulfill this requirement.
  - F. It is clearly understood that, if coaches opt to start practice session before the scheduled start of the school year, there shall be no additional compensation over and above that which has been agreed upon in the teachers’ contract.
  - G. The coaches must be aware that out of concern for the welfare and safety of students involved, the length and type of practice must be dictated by prevailing weather conditions, such as very high temperatures and humidity.
  - H. No contact is permitted until such time that each participant is fully equipped for their respective sport.
  - I. An examination of each candidate for a school athletic squad or team shall be conducted within 365 days prior to the first practice session. Any candidate whose medical examination was completed more than 60 days prior to the first practice session shall provide a health history update of medical problems experienced since the last medical examination.
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# Regulations

**Board of Education  
Woodbridge Township**

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- J. Every candidate for a place on the school athletic squad or team shall submit a parental permission form furnished by the district conveying the consent of his/her parent or legal guardian to participate.

Reference: Policy #123

4/04

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# Regulations

Board of Education  
Woodbridge Township

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## #1261 TESTING PROGRAM - ELEMENTARY SCHOOL LEVEL

<u>Grade</u>	<u>Test</u>	<u>Date</u>
K	District Gr. K Language Arts Assessment District Gr. K Mathematics Assessment	May
1	District Gr. 1 Language Arts Assessment District Gr. 1 Mathematics Assessment	May
2	District Gr. 2 Language Arts Assessment District Gr. 2 Mathematics Assessment	May
3	NJ ASK-3	May
4	NJ ASK-4	May
5	NJ ASK-5	May

Reference: Policy #126

3/09

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# Regulations

Board of Education  
Woodbridge Township

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## #1262 TESTING PROGRAM - SECONDARY SCHOOL LEVEL

<u>Grade</u>	<u>Test</u>	<u>Date</u>
6	NJ ASK-6	May
7	NJ ASK-7	April/May
8	NJ ASK-8	April/May
9	NJPASS-9	March
10	NJPASS-10	March
11	High School Proficiency Assessment (HSPA)	March
12	High School Proficiency Assessment (HSPA)	October & March
10-11	National Merit/PSAT	October
10-12	College Board – SAT & Achievement Tests	Scheduled by ETS
10-12	Advanced Placement tests	May

Reference: Policy #126

3/09

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# Regulations

## Board of Education Woodbridge Township

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### #1270 ANIMAL BITES OR SCRATCHES

- A. The School Nurse will serve as the Animal Bite Coordinator for each school and will specifically maintain the Animal Bite Procedure File, which are specific procedures to follow when a student or staff member is bitten or scratched by an animal at school.
- B. The following procedures must be followed if an animal bite or scratch occurs:
1. As soon as possible, the wound from a bite or scratch should be thoroughly cleaned as dental matter or fecal matter can cause infection.
  2. Topical antibiotic cream is recommended.
  3. The parent or guardian must be notified of the bite and told to obtain medical care for the bite victim.
  4. If the physician has questions about the status of the animal, he/she should be referred to the Woodbridge Health Department. In most cases, where an individual is bitten by a domestic animal (dog, cat, guinea pig, hamster, gerbil, etc.), the risk of rabies is very low and the physician will not start anti-rabies treatment until the animal has been confirmed to be rabid through laboratory testing. Birds, fish, reptiles and amphibians do not carry rabies.
  5. Contact the Woodbridge Township Health Department and Animal Control Office (732) 855-0600, ext.5007. (If the incident occurs after hours, call the Woodbridge Police Department and they will contact the Animal Control Officer who is on-call that night.) Animal control will handle the quarantine of the animal and follow up on whether the animal has an owner, if it is current with its vaccinations and where the animal will be kept for observation. If necessary, Animal Control will euthanize the animal, make it ready for submittal to the State for Rabies testing, and make arrangements for its transportation to either the State lab or the courier service.
  6. Avoid contact with the animal or animal carcass. Quarantine the area immediately and make sure all persons are safe until animal control arrives.
  7. Immediately after calling animal control, the principal should call the Superintendent of Schools to report the incident.
  8. A "Report of Animal Bites" form must be completed and a copy sent to the Nursing Supervisor.
  9. A "Follow-up Report of Animal Bites" form must be completed after the animal has been quarantined for a period of 10 days and a copy sent to the Nursing Supervisor.

# Regulations

## Board of Education

### Woodbridge Township

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#### #1280 GUIDELINES FOR REQUESTS TO CONDUCT RESEARCH IN THE SCHOOL DISTRICT

##### A. Definitions

For the purpose of these guidelines, research is defined as a systematic process of performing experiments or gathering data for the purpose of validating theories or for adding new knowledge to the process of learning, teaching or administration in the field of education.

##### B. Procedure

1. All requests for permission should be directed in writing to the Office of Curriculum and Instruction.

If a request comes from an individual doing graduate or undergraduate research, it should explain the purposes of the research and be accompanied by a letter from the college or university instructor indicating that the proposed research is pertinent to the individual's course requirements. If the research is being conducted by a professional researcher, the purposes of the research must be clearly explained.

2. Before researchers begin work they must submit:
  - a. a complete description of the procedures to be used to gather data;
  - b. the research model to be used;
  - c. samples of materials, questionnaires or other instruments;
  - d. the number of students involved, the time required for the research, and the place where the research will be conducted.
3. A formal agreement should be drawn up between the researcher and the district requiring that standards will be maintained during the conduct of the research and that the district will have full access to all the data that resulted from the study as well as a completed copy of the research paper.
4. All names and situations or any specific information that will identify a student are unequivocally proscribed. All students must remain totally anonymous.
5. In order to avoid exposing students or the district to the possibility of adverse or unwarranted publicity, the district reserves the right to require all researchers to remove the names of students, individual schools, or the name of the district from publications or monographs which report the findings of their research.
6. The district will maintain a file of all research conducted in the district for the purpose of study and review by the certified staff.

Reference: Policy #128

3/07

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# Regulations

## Board of Education

### Woodbridge Township

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#### #1310 LOCATION, IDENTIFICATION AND REFERRAL TO SPECIAL EDUCATION

The Director of Special Services will coordinate child find activities to locate, identify and evaluate all children who may be disabled, ages three through twenty-one, who reside within the district or attend nonpublic schools within the district.

##### A. Procedures for Locating Students with Disabilities

1. Develop child find materials for distribution annually.
2. Child find activities are conducted in the native language of the population, if appropriate.
3. Broadcast child find information on the school district website.
4. Mailing of child find material will be sent to nonpublic schools in the district, local physicians, nursery school providers, hospitals, shelters for the homeless and public and private social service agency locations.
5. Nonpublic schools or parents of children who attend nonpublic schools may make referrals regarding potentially disabled students directly to the Middlesex Regional Educational Services Commission. Preschool referrals from the nonpublic schools are made directly to the district.
6. The district's Child Find Team will remain in contact with the EIP coordinators.

##### B. Procedures for Interventions in the General Education Program

1. Intervention and Referral Services Committees (I&RS) will be established in all school buildings no later than September 15 of each school year.
  2. A staff member or agency may make a request for interventions services for any student, ages three to twenty-one, to the building principal or designee.
  3. Parents, teachers and other school professionals, as appropriate, are informed of the procedures to initiate interventions in the general education program.
  4. The I&RS Committee will develop action plans which provide appropriate intervention services.
  5. The I&RS Committee will actively involve the parent(s) or legal guardian(s) in the development and implementation of intervention plans.
  6. The I&RS Committee will develop an action plan for an identified student which specifies specific tasks, resources, persons responsible, completion dates for review.
  7. The I&RS Committee will coordinate the services of community based social and health provider agencies.
  8. The I&RS Committee will review and assess the effectiveness of the services provided in achieving the outcomes identified in the intervention and referral plan.
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# Regulations

## Board of Education

### Woodbridge Township

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9. The I&RS Committee will ensure the type, frequency, duration and effectiveness of the interventions are documented.
- C. Procedures for Referral to the Child Study Team
1. When it is determined that the individual, specific and documented interventions in the general education program are not effective in alleviating the educational difficulties, the student may be referred for a Child Study Team evaluation.
  2. School staff must complete the Identification of a Potentially Educationally Disabled Student Form (goldenrod) to formally identify the student to the Child Study Team and submit the form to the Superintendent of Schools.
  3. The Superintendent will review the documentation of interventions and if appropriate, will forward the identification form to the Office of Special Services.
  4. Special Services will notify the school to mail the parent/guardian the identification letter entitled Principal/Parent Letter for I&RS Referral to the CST.
  5. The school will forward a copy of the parent letter to the Office of Special Services.
  6. Special Services will forward the identification form to the Child Study Team.
  7. Within 20 calendar days, the CST must meet with the parents to discuss the referral and determine whether an evaluation is necessary.
- D. Procedures for Parent Referrals
1. If a parent submits a request for a Child Study Team evaluation, the request must be sent to the Office of Special Services without delay.
  2. The Director of Special Services will acknowledge the request in writing and inform the parent that the request has been forwarded to the Child Study Team.
  3. The Office of Special Services notifies the building principal of the parental requests and directs the principal to have the school staff complete the identification form.
  4. The Office of Special Services initiates the 20-day monitoring form and forwards that as well as the parental request to the Child Study Team.
  5. Within 20 calendar days, the CST must meet with the parents to discuss the request and determine whether an evaluation is necessary.
- E. Procedures for Direct Referral
1. If warranted, teachers may directly refer a student for a Child Study Team evaluation by completing the Direct Teacher Referral Form, available in each school office.
  2. The Direct Teacher Referral Form must be submitted to the Superintendent of Schools for review.
  3. The Superintendent will forward the form to the Office of Special Services.
  4. Special Services will notify the school to mail the parent/guardian the notice of identification to the CST letter to the parent.
  5. The school will forward a copy of the parent letter to the Office of Special Services.
  6. Special Services will forward the Direct Teacher Referral Form to the Child Study Team.
  7. Within 20 calendar days, the CST must meet with the parents to discuss the referral and determine whether an evaluation is necessary.
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# Regulations

Board of Education  
Woodbridge Township

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Reference: Policy #131, Adopted 6/12/08

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# Regulations

## Board of Education

### Woodbridge Township

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#### **#1320 PROVISION OF FULL EDUCATION OPPORTUNITY TO EDUCATE HANDICAPPED PUPILS**

These procedures provide direction for provision of full educational opportunity to educationally handicapped pupils.

The Office of Special Services in conjunction with the Office of Instructional Services, when necessary, will implement and use the Comprehensive System of Personal Development. This system will assure full educational opportunity to all educationally handicapped pupils residing within the school district.

Procedures for the Comprehensive System of Personnel Development are as follows:

- A. Review characteristics of the current service, personnel involved, and facilities.
- B. Review proposed new services, personnel involved, and facilities.
- C. Develop a needs assessment for proposed services, personnel involved, and facilities.
- D. Tally and analyze the results of the needs assessment.
- E. Set up staff development program(s) to address the needs identified.

Reference: Policy #132

10/91

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# Regulations

## Board of Education Woodbridge Township

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### **#1330 PARTICIPATION OF AND CONSULTATION WITH THE PARENTS/GUARDIANS OF EDUCATIONALLY HANDICAPPED PUPILS TOWARD THE GOAL OF PROVIDING FULL EDUCATIONAL OPPORTUNITY TO ALL EDUCATIONALLY HANDICAPPED PUPILS AGES BIRTH THROUGH 21**

The procedures provide direction for public school personnel to ensure the participation of and consultation with the parents/guardians of Educationally handicapped pupils toward the goal of providing full educational opportunity to all educationally handicapped pupils ages birth through 21.

Parents/guardians includes the natural parents, whether or not they reside within Woodbridge Township. Every attempt will be made to locate and invite the natural parent(s), unless their parental rights have been legally terminated, to all meetings regarding their children. If natural parent(s) cannot be located, attempts at locating them will be documented in the student's confidential file. Fifteen-Day Notices of meetings will be sent to the local address in which the student is domiciled, as well as to the natural parent(s) (unless their parental rights have been legally terminated).

Parent/guardians are to be informed of the need for referral to the Child Study Team concerning their son or daughter for a comprehensive evaluation. Prior to the evaluation their written consent will be obtained. The parents/guardians will be informed in writing fifteen days prior to a meeting with the Child Study Team, Teacher, and Principal to review the testing results and participate in the formulation of an Individual Educational Plan (I.E.P.) for their child. The parents/guardians can waive their right to a fifteen-day written notice and the meeting can be held at an earlier date. Their consent for this waiver must also be obtained.

The child's progress towards the Individual Educational Plans' goals is formally reviewed within one year of this signed agreement. The parents/guardians will receive written notice fifteen days prior to this meeting for I.E.P. review. They can waive this right and the meeting held at an earlier date. The parents/guardians can request a meeting with the Child Study Team, Teacher, and/or Principal to review their child's progress at any time during the school term. Any changes within the Child's I.E.P. requires a consultation with the parents/guardians and their signed consent obtained.

Reference: Policy #133

# Regulations

Board of Education  
Woodbridge Township

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**#1340 PROVISION OF SPECIAL SERVICES TO ENABLE  
EDUCATIONALLY HANDICAPPED PUPILS TO  
PARTICIPATE IN REGULAR EDUCATIONAL  
PROGRAMS TO THE MAXIMUM EXTENT  
APPROPRIATE (N.J.A.C. 6:28-1,4(a)7)**

These procedures provide for the provisions of special services to enable educationally handicapped pupils to participate in regular educational programs to the maximum extent appropriate:

- A. After initial evaluation/reevaluation/annual review of educationally handicapped pupils by the Child Study Team, the Individual Educational Program (I.E.P.) shall provide for all services which are extended to the general population of students where feasible, unless otherwise stated.
- B. No student who is educationally handicapped will be denied, because of handicap, participation in co-curricular intramural and/or interscholastic activities or any of the services offered or recognitions rendered regularly to the general population of students in the district.

Reference: Policy #134

10/91

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# Regulations

## Board of Education

### Woodbridge Township

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#### **#1350 DEVELOPMENT AND IMPLEMENTATION OF INDIVIDUALIZED EDUCATION PROGRAMS ACCORDING TO N.J.A.C. 6:28-3.6 and 3.7**

These procedures provide for the development and implementation of individualized education programs for educationally handicapped students.

- A. A written individualized educational program shall be developed for each classified pupil and, in accordance with the New Jersey law, a review shall be conducted by the appropriate staff member annually or more often, if necessary, to evaluate the handicapped pupil's progress and to review and revise the individualized education program.
- B. The individualized education program (I.E.P.) for each educationally handicapped pupil shall consist of a basic plan section to be developed in accordance with the provisions of the New Jersey administrative code. The I.E.P. shall be developed and monitored by the Child Study team, with the cooperation and input of the child's teacher(s) and parents/guardians. In addition to educational programming, the I.E.P. shall provide for necessary disciplinary action and specify graduation requirements. It should also address any identified needs for basic skills improvement services, including mandated basic skills testing and High School Proficiency Testing exemptions, and beginning in 4th grade, vocational skills.

No more than 90 calendar days after parental consent has been received shall be allowed for the evaluation, determination of eligibility, and, if the pupil is eligible, the development and implementation of the basic plan section of the I.E.P. Within the 90 days no more than 30 days shall elapse between the development and the implementation of the basic plan section of the I.E.P.

- C. I.E.P./Annual Review Meetings shall be scheduled at a mutually agreed upon time and place. Written notification of meetings shall be provided 15 days prior to meeting date. Said notice shall indicate the purpose, time, location and participants. If the parent(s) cannot attend the meeting(s), the Chief School Administrator or designee shall attempt to ensure parental participation, including the use of individual or conference telephone calls. Documentation shall be maintained of all attempts to secure parental participation. A meeting may be conducted without the parent(s) in attendance if the district board of education is unable to secure the participation of the parent(s).

A copy of the I.E.P or Annual Review shall be given to the parent(s) who attend the meeting. If the parent did not attend said meeting, then a copy of the I.E.P. or Annual Review shall be mailed by certified mail, return receipt requested.

Written notice to the parent(s) and parent conferences required for I.E.P./Annual Review meetings shall be conducted in the language used for communication by the parent and pupil unless it is not feasible to do so. Foreign language interpreters or translators and sign language interpreters for the deaf shall be provided, when necessary, by the district board of education at no cost to the parent(s). The determination of the language or mode of communication and a written rationale for its choice shall be documented in the pupil record. If it is not feasible to translate the individualized education program or eligibility reports into another language or mode of communication, the professional(s) making this decision shall

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# Regulations

**Board of Education  
Woodbridge Township**

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ensure and document that the parent(s) is given an English language copy of the report(s) and appropriate explanation of its contents in the language of the parent.

Reference: Policy #135

4/97

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# Regulations

## Board of Education Woodbridge Township

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### #1360 PROTECTION OF PUPILS' RIGHTS IN REGARD TO EVALUATION AND REEVALUATION PROCEDURES ACCORDING TO N.J.A.C. 6:28-2.5

These procedures provide for the protection of pupils' rights in regard to evaluation and reevaluation procedures according to N.J.A.C. 6:28-2.5 (N.J.A.C. 6:28-1.4(a)9).

- A. The Staff Director of Special Services or his/her designee shall oversee development of detailed procedures to govern the evaluation and reevaluation process, and shall implement them after they have been reviewed and adopted by the Board.

(Re)Evaluation procedures including, but not limited to, observations, tests, and interviews used to determine eligibility and placement of handicapped pupils shall be conducted in such a way as to ensure upholding pupils' rights in at least the following areas:

1. Staff certification and expertise:

(Re)Evaluation procedures shall be selected and administered by the appropriate members of a multidisciplinary team of professionals consisting of members of the Child Study Team, the school physician and other appropriate specialists, each employing two or more appropriate evaluation procedures. At least one member of the multidisciplinary team shall be knowledgeable in the area of the suspected disability. Testing shall be done only by those personnel certified and trained in the administration and interpretation of such procedures. Testing shall result in a written report which shall be dated and signed by the individual who originated the report.

2. Test materials:

All such materials must have been validated for the purpose(s) for which they are administered.

3. Freedom from language and cultural bias:

Testing and interview techniques shall be selected and administered so that the pupil's cultural background and language abilities are taken into consideration. Unless it is clearly not feasible to do so, administration shall be in the pupil's native language or other mode of communication. They shall be selected, administered, and interpreted so that when the pupil has sensory, manual, or communication impairments the results accurately reflect the ability which that procedure purports to measure rather than the impairment. They shall be free from racial and/or cultural bias. They shall consider the pupil's sociocultural background and adaptive behavior in home, school, and community.

4. Use of other data:

Information from group tests is to be used only to supplement individual evaluations.

- B. The Board shall make available for inspection and review by the parents/guardians of an educationally handicapped pupil and to adult pupils all educational records with respect to the identification, evaluation, and educational placement of the pupil and the provision of a free, appropriate public education.
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# Regulations

## Board of Education Woodbridge Township

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- C. Any parent or adult pupil desiring an independent evaluation shall make said request in writing to the Office of Special Services. This request will be reviewed by the Special Services Department, administration, and the Child Study Team. A written response will be made to the parent or adult pupil in accordance with N.J.A.C.6:28,2.5(b)(c)(d).
- D. Consent will be obtained by the Child Study Team prior to an initial evaluation. Parents or adult pupils will receive written notice 15 days prior to any meeting with the Child Study Team unless the 15 day period is waived by the parent or adult pupil. Written consent will be obtained from the parent or adult pupil prior to the initial implementation of a special education program and/or related service (N.J.A.C.6:28 2.3).
- E. Upon referral to the Child Study Team all parents and/or adult pupils will receive a copy of N.J.A.C.1:6A and "Parental Rights in Special Education" explaining their due process rights. In addition, at the initial IEP meeting, all parents and/or adult pupils receive a copy of N.J.A.C.6:28.
- F. Upon written request to the school district, parents and adult pupils will be provided information regarding the availability of free and low cost legal and other services relevant to a due process hearing and due process rules (N.J.A.C.1:6A).
- G. Procedures for determining the need for and providing a surrogate parent will be in accordance with N.J.A.C.6:28 - 2.2(a)(d).

Reference: Policy #136

# Regulations

## Board of Education Woodbridge Township

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### **#1370 PLACEMENT OF EDUCATIONALLY HANDICAPPED PUPILS IN THE LEAST RESTRICTIVE ENVIRONMENT**

These procedures provide for the placement of educationally handicapped pupils in the least restrictive environment.

- A. Placement of an educationally handicapped pupil(s) shall be directed by the Child Study Team assigned to the school.
- B. Proposed placement of educationally handicapped pupils will be made after initial evaluation/reevaluation/Annual Review by the Child Study Team and the development of an educational program (I.E.P.)
- C. Placement of educationally handicapped pupils will occur when agreement has been reached between Child Study Team, principal, parent/guardian and/or adult pupil, and any other related personnel deemed necessary by the Child Study Team.
- D. All placements will be made in accordance with N.J.A.C. 6:28-2.10.

Reference: Policy #137

10/91

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# Regulations

## Board of Education

### Woodbridge Township

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#### **#1380 ESTABLISHMENT AND IMPLEMENTATION OF PROCEDURAL SAFEGUARDS ACCORDING TO N.J.A.C. 6A:14-2.1**

The Board affords students with disabilities the procedural safeguards required by N.J.A.C. 6A:14-2.1 et seq., including appointment of a surrogate parent, when appropriate.

- A. Federal and State laws require the Board ensure the rights of a student are protected through the provision of an individual to act as surrogate for the parent(s) and assume all parental rights under N.J.A.C. 6A:14-2.2 when:
1. The parent (as defined according to N.J.A.C. 6A:14-1.3) cannot be identified or located after reasonable efforts;
  2. An agency of the State of New Jersey has guardianship of the student and that agency has not taken steps to appoint a surrogate parent for the student;
  3. The student is a ward of the State and no State agency has taken steps to appoint a surrogate parent for the student;
  4. No parent can be identified for the student in accordance with N.J.A.C. 6A:14-1.3 except a foster parent, the foster parent does not agree to serve as the student's parent and no State agency has taken steps to appoint a surrogate parent for the student; and
  5. The student is an unaccompanied homeless youth and no State agency has taken steps to appoint a surrogate parent for the student.
- B. The district will make reasonable efforts to appoint a surrogate parent within thirty days of its determination that a surrogate parent is required for a student. If the district fails to appoint a surrogate parent for a ward of the State, a judge may appoint a surrogate parent if the judge determines a surrogate parent is necessary for such a student. The person serving as a surrogate parent:
1. Shall have no interest that conflicts with those of the student he/she represents;
  2. Shall possess the knowledge and skills that ensure adequate representation of the student;
  3. Shall not be replaced without cause;
  4. Shall be at least eighteen years of age;
  5. Shall have a criminal history review in accordance with N.J.S.A. 18A:6.7 completed prior to his/her serving as the surrogate parent, if the school district compensates the surrogate parent for such services; and
  6. Shall not be an employee of the New Jersey Department of Education, this district, or a public or nonpublic agency that is involved in the education or care of the child.
- C. The Director of Special Services or designee will determine whether there is a need for a surrogate parent for a student, will contact any State agency that is involved with the student to determine whether the State has a surrogate parent appointed for the student, and will make reasonable efforts to appoint a surrogate parent for the student within thirty days of determining that there is a need for a surrogate parent for the student.
- D. When a student (who is or may be a student with a disability) is in the care of a foster parent residing in this district, and the foster parent is not the parent of the student as defined in N.J.A.C. 6A:14-1.3, the Director of Special Services or designee shall contact the student's
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# Regulations

## Board of Education

### Woodbridge Township

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case manager at the Division of Youth and Family Services (DYFS) in the Department of Human Services to determine whether the parent(s) retains the right to make educational decisions and to determine the whereabouts of the parent(s).

- E. If the parent(s) retains the right to make educational decisions and the parent's whereabouts are known to the school district, the Director of Special Services or designee shall obtain all required consent from and provide written notices to the parent(s).
- F. If the district cannot ascertain the whereabouts of the parent(s), the Director of Special Services or designee shall consult with the student's case manager at DYFS to assist in identifying an individual, including the foster parent, who may serve as a surrogate. If there is no foster parent, or if the foster parent is unwilling to serve as the student's parent pursuant to N.J.A.C. 6A:14-1.3, the Director of Special Services or designee shall consult with the student's case manager at DYFS to assist in identifying an individual who will serve as a surrogate parent. The Director of Special Services shall appoint a surrogate parent and obtain all required consent from and provide written notices to the surrogate parent.
- G. N.J.A.C.6A:14-2.2(d) requires the district train surrogate parents so they have the knowledge and skills that ensure adequate representation of the student. The Director of Special Services or designee shall coordinate the training for surrogate parents. The training will include, but not be limited to:
  - 1. Providing the surrogate parent a copy of: Parental Rights in Special Education Booklet; N.J.A.C. 6A:14; the Special Education Process; code training materials from the Department of Education website; and other relevant materials.
  - 2. Providing the surrogate parent an opportunity to meet with the Director of Special Services or designee to discuss the rights of the surrogate parent and the applicable statutes, administrative codes and Federal laws. The Director of Special Services or designee shall provide the surrogate parent the opportunity to review and to become familiar with the State and Federal requirements for assessment, individualized education program development, and parental rights with respect to the referral and placement process, including their rights to seeking a due process hearing if they disagree with the local procedure or decisions;
  - 3. Providing the surrogate parent adequate time to become familiar with the student and the nature of the student's disability through a review of the student's record;
  - 4. Providing the surrogate parent an opportunity to confer with the student's case manager to discuss the student; and
  - 5. Providing information and resources to the surrogate parent.
- H. A surrogate parent appointed in accordance with N.J.A.C. 6A:14-2.2 shall assume all parental rights under N.J.A.C. 6A:14.

Reference: Policy #138, Adopted 3/19/09

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# Regulations

## Board of Education

### Woodbridge Township

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#### #1400 COOPERATIVE EDUCATION

##### A. Advisory Councils

1. Each school must have at least one advisory council for each cooperative education program.
2. A roster of the names and affiliation of each member must be on file and available at all times.
3. At least one annual meeting must be called and held.
4. Minutes of all meetings are to be filed with the administrator in charge and the Office of Instructional Services.

##### B. Coordinators

1. All cooperative education programs will be supervised by the designated department chairperson or building administrator.
  2. Coordinators will maintain individual student files containing all pertinent information relating to the students as required by law and code. The Division of Vocational Education and Career Preparation requires that the following materials shall be kept in individual student folders:
    - a. Safety lessons and rules;
    - b. Student application form;
    - c. Parent permission form;
    - d. T-268-Student Learners May Not (signed by student);
    - e. Working Papers (copy w/approval number);
    - f. Promise of Employment (copy w/approval number);
    - g. Training agreement;
    - h. Training establishment report and approval number;
    - i. Special exemption forms for adults and 16/17 year olds (when applicable);
    - j. Student-learner's experience report (showing hours and wages);
    - k. Rules and regulations for Cooperative Industrial Education Program (recommend signature of student).
  3. Coordinators are to sign out daily indicating the time of departure and destination.
  4. All training establishment visitations must be logged with the time of visitation and names of persons (employer-student) visited.
  5. Coordinators will conduct a student follow-up survey on each student the first and fifth years after graduation (instrument to be developed).
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# Regulations

## Board of Education Woodbridge Township

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6. Coordinators will, upon request, file with the department chairperson or designated administrator current records indicating the names of students:
  - a. employed;
  - b. unemployed;
  - c. where employed;
  - d. job title;
  - e. name and phone number of employer contact person;
  - f. project or assignment in lieu of employment, and any other information requested.
7. All fund raising, promotional and public relations activities planned must be submitted in writing for approval to the designated department chairperson or administrator at least five school days prior to its inception. An accounting of all monies collected is to be submitted to the designated chairperson or administrator no later than five school days after conclusion of event. These activities must be in accord with Board policy.
8. A written summary of all extracurricular and "youth" program activities is to be filed with the designated department chairperson or administrator. This report must be filed within five school days of each activity.

### C. Academic Credit

1. Five credits to be allotted for related cooperative class; ten credits for on-the-job training.
2. Each student should work a minimum of 15 hours a week (may be averaged). If he/she does not work the minimum time, his/her work time should be prorated for credit. (Proposed suggestion is 135 hours per marking period - 540 hours per school year.)

### D. Unemployed Students

1. If a student who is unemployed fails to find another job within a reasonable period of time, as determined by the teacher/coordinator, administration and guidance, he/she should return to a full schedule where feasible; otherwise, an alternative work plan should be worked out by the coordinator.
  2. If an alternative work plan is necessary, the coordinator should design the plan to be related to the student's career objective. This plan should include:
    - a. record of interview;
    - b. individualized assignment related to each student's career objectives;
    - c. daily diary of activities and accomplishments;
    - d. when unpaid employment is offered as an alternative work plan, the student should be given an option of accepting or rejecting the offer. This action must be recorded in the student's file.
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# Regulations

## Board of Education Woodbridge Township

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- \* **Caution should be taken in offering an unpaid job because the training may not always be applicable to the student's career goals.**
- \* **No unpaid employment should be offered if it entails merely busy work.**
- 3. No participant is permitted to change jobs without the approval of the coordinator.
- 4. When a student is terminated from a job, each case should be judged on its own merits and should be consistent with all objectives. The student, parent(s), guidance counselor, and coordinator should be advised of the status and its ramifications.
- 5. If absenteeism and/or lateness is chronic, the student may be removed from the program.
- 6. Each student must notify the employer and the coordinator of his/her intended absence by 10:00 a.m.
- 7. No student may be absent from school and report to his/her work station except in extreme cases (coordinator's discretion).

### E. Evaluation Criteria

Objectives	*Sources of Evaluation Data
1. Provide a meaningful on-the-job training for all cooperative education students which emphasizes local employment.	( 1, 2 )
2. Provide for each student skill related training that meets and develops his/her interest, needs, ability, and career goals.	( 3, 6 )
3. Provide training, vocational guidance, and assistance in obtaining, maintaining, and advancing in cooperative education occupations.	( 3 - 6 )
4. Develop positive attitudes toward job responsibilities.	( 3, 6 )
5. Provide the student with an understanding and appreciation of the American private enterprise system.	( 1 )
6. Develop an awareness of the civic, social and moral responsibilities of business and industry to society.	( 1 )
7. Develop problem solving skills.	( 3, 4, 5, 6 )
8. Develop positive human relations skills.	( 3, 4, 5, 6 )
9. Provide students with supervision and counsel during the period of adjustment to a job.	( 3, 4, 5 )

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# Regulations

Board of Education  
Woodbridge Township

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F. \*Legend

1. Job rating sheets.
2. Job training agreements.
3. Conferences with cooperating employers.
4. Conferences with students.
5. Observations of job performance.
6. Written and oral evaluation as well as observation of skill applications.

Reference: Policy #140

10/80

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# Regulations

## Board of Education

### Woodbridge Township

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#### **#1480 TRANSITION FROM EARLY INTERVENTION PROGRAMS TO PRESCHOOL PROGRAMS FOR STUDENTS WITH DISABILITIES**

Procedures for the Child Study Team (CST) Member Attendance at the Transition Planning Conference

- A. The CST member will participate in the preschool transition planning conference, which will be arranged by the early intervention system designated service coordinator. Moreover, the CST member will:
  - 1. Review the Part C Individualized Family Service Plan for the child;
  - 2. Provide the parent(s) written registration requirements;
  - 3. Provide the parent(s) written information with respect to available district programs for preschool students, including general education placement options; and
  - 4. Provide the parent(s) a form to request that the Part C service coordinator be invited to the child's IEP meeting.
- B. The district will work collaboratively with the EIP designated service coordinator or early intervention system to eliminate barriers regarding meeting times and locations.
- C. School district officials shall adhere to all procedures contained in N.J.A.C. 6A:14-1.1 et seq. for transitioning children with disabilities from EIP to preschool programs.
- D. The Part C service coordinator shall be invited to the initial IEP meeting for a student transitioning from Part C to Part B.

Reference: Policy #148, Adopted 3/19/09

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# Regulations

## Board of Education

### Woodbridge Township

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#### **#1820 EMERGENCY MEDICAL PROCEDURES FOR SPORTS/ATHLETICS**

The Woodbridge Township Board of Education recognizes its responsibility for pupil safety encompassing all aspects of sports and athletic events in both intramural and interscholastic programs. The Board directs the Superintendent to develop and implement emergency medical procedures to ensure delivery of appropriate emergency medical services for all practice sessions, competitive contests, games, events, or exhibitions with individual student-athletes or teams of one or more schools of this district or of other districts. The Board further directs these emergency medical procedures be disseminated to appropriate personnel within this district and address practice sessions in both home and away events. Therefore, the procedures listed below shall followed.

- A. The athletic trainer, or any coach trained in first aid, shall be responsible for administering first aid. Universal precautions shall be taken in the handling of blood and body fluids to ensure the containment of bloodborne pathogens.
- B. In all cases where the nature of an injury appears in any way serious, every effort shall be made to contact the parent/guardian and/or family physician immediately.
- C. Parents/guardians shall be requested to pick up their child. If a parent/guardian is unable to provide such transportation, no pupil who is injured shall be sent home alone. A student-athlete who is injured shall not be taken home unless it is known that someone is there to receive him/her.
- D. In extreme emergencies, the athletic trainer assigned to the event or practice, school doctor, coach or principal may make arrangements for immediate hospitalization of injured student-athletes, contacting parents/guardians in advance if at all possible.
- E. The athletic trainer or coach who is responsible for the student-athlete at the time an accident occurs shall make out a report within 24 hours on an official form providing details about the accident. This shall be required for every accident whether first aid is necessary or not.
- F. Any injuries or accidents to student-athletes shall be reported as soon as possible to the chief school administrator and the board.

These guidelines are to be distributed to every parent/guardian of a student athlete. The parent/guardian emergency card, will contain a statement that reads: "I have read and understand the Woodbridge Township Board of Education Policy #182 and Regulations #1820 regarding immediate medical care and transportation for student athletes injured at athletic events and/or practices."

Reference: N.J.A.C. 6:29-1.3(a)(1) and N.J.A.C. 6:29-3.4.

# Regulations

Board of Education  
Woodbridge Township

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## **#1850 INSTRUCTIONAL MATERIALS FOR BLIND OR PRINT DISABLED STUDENTS**

All students who are blind or print-disabled will be provided instructional materials in a timely manner in accordance with a plan developed by the district.

The plan to provide the instructional material to blind or print-disabled students in a timely manner will:

1. Be included in the Individualized Education Program of each student with a disability;
2. Set forth the instructional material needed by the student;
3. Indicate how the instructional material will be provided to the blind or print-disabled student; and
4. Address any assistive technology needed to permit the student to utilize the instructional material to be provided.

Reference: Policy #185, Adopted 3/19/09

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# Regulations

## Board of Education

### Woodbridge Township

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#### #1950 LIBRARY MEDIA CENTER MATERIALS SELECTION

If a teacher, administrator, media specialist or Board Member receives an oral or written complaint about any material assigned as required reading, alleged to have been assigned, or borrowed from the school library media center, the following process will be followed without exception:

- A. If the complainant telephones or writes, s/he should be listened to or answered courteously, but the recipient of the call will make no statement of the fact, commitment, admission of guilt promise or threat.
  - B. The person receiving the call will invite the complainant to meet, within 48 hours, with the principal, and a representative from the subject area of the challenged material. The teacher or library media specialist will be invited to attend the meeting at the discretion of the principal. A copy of the policy, regulations, and appropriate forms shall be made available to the complainant at this time.
  - C. If the recipient of the call is a Board Member s/he will ask the complainant to call the building principal and discuss the matter with him/her.
  - D. If the recipient of the call is the teacher or library media specialist s/he should immediately refer the complaint to the principal.
  - E. If the complainant refuses to meet with the school personnel as suggested above, s/he is to be offered a copy of the "Citizen's Request for Reconsideration of Material " form, so that s/he may submit a formal statement to the Material Selection Committee.
  - F. If the complainant appears at the conference suggested above, s/he will, if s/he continues to indicate objection to his/her child's reading/viewing the material in question, be assured that his/her child does not have to read/view the material and that other material will be substituted for his/her child unless the material objected to is officially adopted text/material.
  - G. If the complainant requests any other action, s/he must, within 48 hours, complete the Citizen's Request for Reconsideration of Material" form before there can be any investigation of the material's suitability.
  - H. The material and the complainant's form will then be referred to a Material Evaluation Committee, appointed by the Superintendent, which shall consist of the appropriate central administration representation, the appropriate building level administrators, two teachers and a media specialist representative of the same level. A period of at least one week will be set aside for reappraisal of the material and consideration of the complaint.
  - I. The committee shall take the following steps after receiving the challenged materials:
    - a. Read the entire book, view or listen to the material in its entirety.
    - b. Check on the reviews and consult recommended lists for inclusion of questioned material.
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# Regulations

## Board of Education

### Woodbridge Township

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- c. Determine the extent the material supports the curriculum and/or meets the objectives and principles of selection and the criteria for selection in the district policy.
- J. The Superintendent shall convene the committee and charge the members with conducting a formal review of the questioned material. The committee will select a chairperson. The library media specialist will assume the responsibility of locating resources appropriate for review, and making these resources available to the other committee members. At the conclusion of the review process.
- K. At the end of this week, the complainant will be invited to meet with the Superintendent, who will have received a full written report from the committee chairperson. The Superintendent will announce the committee's decision and the rationale for the decision.
- L. No administrative decision, regarding prescription of materials if such is ultimately deemed necessary, will be made until the above process, as outlined, is terminated.

# Regulations

## Board of Education

### Woodbridge Township

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#### #1970 ACCEPTABLE INTERNET USE

##### A. Purpose

Internet access is now available in all schools of the Woodbridge Township School District. The district believes the Internet offers vast, diverse, and unique resources to students and teachers alike. Our purpose in providing this service to students and teachers is to promote educational excellence in schools by facilitating resource sharing, innovation, communication, and authentic learning.

##### B. Definitions and Terms

###### 1. Internet:

An electronic highway connecting thousands of computers all over the world and millions of individual subscribers. Through the Internet students and teachers have access to:

- a. Communication with people all over the world;
- b. Information and news from government agencies, universities, professional organizations and special interest sites as well as opportunities to correspond with professionals at these organizations;
- c. Public domain software and shareware of all types;
- d. Discussion groups on a plethora of topics ranging from world cultures, to the environment, to music, to politics, to children's literature;
- e. Increased access to retrieve information through University Library Catalogs, the Library of Congress, ERIC, and ICONnect.

###### 2. Network Etiquette

Certain rules and customs to enable everyone to get along and share the resources without negatively affecting each other. These rules apply to Internet activities such as e-mail, usenet, and listservs. They are accepted social behavior on line.

##### C. Acceptable Internet Use

1. With access to computers and people all over the world, comes the availability of material that may not be considered to be of appropriate educational value in the context of the school setting. However it is impossible to control all materials on a global network, and an industrious and creative user may discover controversial information. We firmly believe that the valuable information and interaction available on this worldwide network far outweighs the possibility that users may procure material that is not consistent with the educational goals of the District.
  2. Internet access is coordinated through a complex association of government agencies, and regional and state networks. In addition, the smooth operation of the network relies upon the proper conduct of the end users who must adhere to strict guidelines. These
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# Regulations

## Board of Education

### Woodbridge Township

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regulations are provided so that users are aware of the responsibilities they are about to acquire. In general, this requires efficient, ethical and legal utilization of the network resources. If a user violates any of these provisions, his or her account will be terminated and future access could possibly be denied. The signature(s) on the Internet User's Contract (an example of which follows this regulation) is(are) legally binding and indicates the party(parties) who signed has(have) read the terms and conditions carefully and understand their significance.

#### D. Conditions of Use

##### 1. Purpose of Use:

The Woodbridge Township School District has made the Internet available to the students and teachers of this district to support a thorough and efficient education, research, and authentic learning. The use of the Internet must be in support of these activities. Transmissions of any material in violation of any United States regulation or New Jersey State regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secret. Use for commercial activities is generally not acceptable. Use for product advertisement or political lobbying is also prohibited.

##### 2. Privileges:

The use of the Internet is a privilege, not a right, and inappropriate use will result in cancellation of those privileges. The building principal has final determination on what is appropriate and inappropriate. Should inappropriate use of the Internet take place, the library media specialist, or faculty member in charge, shall initiate a discussion with an administrative representative of the school facility and a representative from central administration to determine if an account should be denied, revoked or suspended.

##### 3. Network Etiquette:

Users are expected to abide by the generally accepted rules of network etiquette. These include (but are not limited to) the following:

- a. Be polite: Be brief, get to the point and save bandwidth, quote original material in your replies;
  - b. Use appropriate language: Do not use profanity, avoid "flaming" (a message written in anger) and avoid shouting (MESSAGES WRITTEN IN ALL UPPERCASE LETTERS);
  - c. Privacy should be respected: Do not reveal your personal address, phone number or those of other students or colleagues, be discreet – e-mail is not always private;
  - d. Disruptions: Do not use the network in such a way that you would disrupt the use of the network by other users;
  - e. Other considerations: Be sure to fill in the subject line, don't get involved with chain letters, keep the lines inserted at the end of your e-mail messages brief.
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# Regulations

## Board of Education Woodbridge Township

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#### 4. Position of the School District:

The Woodbridge Township School District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The Woodbridge Township School District will not be responsible for any damages a user suffers. This includes loss of data resulting from delays, nondeliveries, misdeliveries, or service interruptions caused by its own negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The Woodbridge Township School District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

#### 5. Responsibility of the User:

Responsible use of computing and communications facilities and services require that the user:

- a. Respect the legal protection provided by copyright and license to programs and data;
  - b. Respect the rights of others by complying with all district policies regarding intellectual property;
  - c. Respect the rights of others by complying with all district policies regarding sexual, racial and other forms of harassment, and by preserving the privacy of personal data to which you have access;
  - d. Respect the privacy of others by not tampering with their files, tapes, password, or accounts, or representing others when messaging or conferencing.
  - e. Do not misuse the facilities and services. "Misuse" includes, but is not limited to, the following: (a) use of the district's access to the internet for other than educational purposes; (b) accessing, displaying or distributing materials which are offensive, inappropriate, harassing, discriminatory, obscene, or pornographic; (c) using the internet for any illegal activity, including computer hacking and copyright or intellectual property law violations; (d) accessing "chat lines" unless authorized by the instructor for a class activity directly supervised by a staff member; (e) using abusive or profane language in private messages on the system; or using the system to discriminate against others, harass, insult, or verbally attack others; (f) posting anonymous messages on the system; (g) using encryption software; (h) wasteful use of limited resources provided by the school including paper; (i) causing congestion of the network through lengthy downloads of files, or by engaging in idle activities; (j) vandalizing data of another user; (k) obtaining or sending information which could be used to make explosives or fireworks; (l) gaining unauthorized access to resources or files; (m) identifying oneself with another person's name or password or using an account or password of another user without proper authorization; (n) using the network for financial or commercial gain without district permission; (o) theft or vandalism of data, equipment, or intellectual property; (p) invading the privacy of individuals; (q) attempting to gain access to or gaining access to student records, grades, or files; (r)
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# Regulations

## Board of Education Woodbridge Township

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introducing a virus to, or otherwise improperly tapping with the system; (s) degrading or disrupting equipment or system performance; (t) creating a web page or associating a web page with the school or school district without proper authorization; (u) providing access to the District's internet access to unauthorized individuals; (v) failing to obey school or classroom internet use rules; or (w) taking part in any activity related to internet use which creates a clear and present danger of the substantial disruption of the orderly operation of the district or any of its schools.

### 6. Security:

Security on any computer system is a high priority, especially when the system involves many users. If a user identifies a security problem on the Internet, he/she must notify the Media Specialist or faculty member in charge. Attempts to enter the Internet as the person in charge will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the Internet.

### 7. Vandalism:

Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user, Internet, or any of the agencies connected to the Internet network. This includes, but is not limited to, the uploading or creation of computer viruses.

### 8. Network administrators can review e-mail, file folders, and communications to maintain system integrity and ensure that users are using the systems responsibly. Files stored on district servers are not private and are subject to review.

### 9. Consequences:

Depending on the seriousness of the situation, misuse/abuse of the Internet will result in disciplinary actions that may include combinations of the following:

- a. Warning;
  - b. Loss of credit for the assignment;
  - c. Loss of privilege to use the Internet;
  - d. Loss of computer privileges in the Woodbridge Township School District;
  - e. Referral to administration for disciplinary action;
  - f. Referral to authorities for filing of charges against the offender.
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# Regulations

## Board of Education

### Woodbridge Township

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10. Terms and Conditions:

- a. The media specialist or teacher in charge must carry out the log on procedure before any student gains access;
- b. Students must be supervised at all times;
- c. Unauthorized attempts to gain privileged access or access to an account not belonging to the user is not permitted;
- d. Individual accounts cannot be transferred. Passwords may not be shared;
- e. No district system may be used as a vehicle to gain unauthorized access to other systems;
- f. No district system may be used through unauthorized dial-up access;
- g. No district system may be used for unethical, illegal, or criminal purposes;
- h. Any user who finds a possible security lapse on any district system must report this to the media specialist or teacher in charge;
- i. Obstructing others from using the system is prohibited;
- j. Unauthorized attempts to read the e-mail of another or other protected files is prohibited;
- k. Use of the district system for commercial use, except when approved, is prohibited;
- l. Frivolous, disruptive, or inconsiderate conduct at the terminal is not permitted;
- m. No district system may be used to send nuisance messages such as chain letters and obscene or harassing messages;
- n. No district system may be used for playing video or arcade-like games.

5/01

(NOTE: Internet User's Contract follows this regulation.)

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# Regulations

**Board of Education  
Woodbridge Township**

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*Dear Parent/Guardian and Student:*

*Supervised use of the Internet will be given only to those students who complete and return the following contract and permission form with parent approval. Students may only access the Internet under supervision of the media specialist or teacher in charge.*

*The district has set rules which apply to student use of the Internet. These rules can be found in Policy #197 and Regulation #1970. The most important prerequisite for a student to receive approval to access the Internet through the Woodbridge Township School District Internet Connection is that he or she take full responsibility for his or her own actions. Please review your individual family expectations regarding materials you may approve for your son/daughter to access on the Internet before signing the attached form.*

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