

1 – BUILDING AND GROUNDS

A. The Board of Education approved the use of the All-Purpose Room at the Truman Elementary School on Friday, March 20, 2009 from 6:00 PM to 10:00 PM for a Girl Scout Candy Bingo.

B. The Board of Education approved the use of the Arleth Elementary School parking lot on Saturday, April 25 and Sunday, April 26, 2009, from 8:00 AM to 3:00 PM for a yard sale fundraiser by Cub Scout Pack 97.

C. The Board of Education approved the use of the Sayreville War Memorial High School band and/or chorus rooms, on Mondays through Thursdays, June 29 through July 15 and August 10 through August 26, 2009, from 8:30 AM to 3:00 PM for a theatre workshop by Stardust, a musical theatre workshop for children. Also needed for the above requested rooms will be Wednesday, July 15 and August 26, 2009 from 6:00 PM to 9:00 PM for theatre performances. Stardust requests the waiver of building use fees and security and has agreed to pay the 2009-2010 custodial costs for services rendered on performance nights.

2 – FINANCE

A. The Board of Education approved the Resolution on Transfers, Resolution #2008-09-009 for the month of February 2009.

B. The Board of Education approved the Transfer Spreadsheet in accordance with S-1701 for the month of February 2009.

C. The Board of Education approved the list of bills dated March 17, 2009 prepared by the Board Secretary in the amount of **\$3,926,649.90** for the Operating Account.

D. The Board of Education approved the list of bills dated March 17, 2009 prepared by the Board Secretary in the amount of \$171,607.63 for the Cafeteria Account.

E. The Board of Education approved the list of bills dated February 2009 prepared by the Board Secretary in the amount of \$15,337.00 for the Athletic Account.

F. The Board of Education approved the March 13, 2009 payroll prepared by the Board Secretary in the amount of \$4,393,480.44 for the Payroll Account.

WITHDRAWN

G. The Board of Education approved the acceptance of the Secretary's Report for the month of January 2009.

WITHDRAWN

H. The Board of Education approved the acceptance of the Treasurer of School Monies Report for the month of January 2009.

I. The Board of Education approved the resolution regarding the requisition of taxes (T-1 Form) from the Borough of Sayreville.

WITHDRAWN

J. The Board of Education approved State and Federal Grants for the month of January 2009 in the amount of _____.

K. The Board of Education approved the Petty Cash Report for the Superintendent's Office for the month of February 2009.

L. The Board of Education approved the Petty Cash Report for the Business Office for the month of February 2009.

M. The Board of Education approved the following resolution:

RESOLUTION TO JOIN THE
NEW JERSEY SCHOOL BOARDS ASSOCIATION INSURANCE
GROUP

WHEREAS, the New Jersey School Boards Insurance Act, Assembly 1373, enacted and signed by the Governor in 1983, enables school districts to cooperate with each other to make the most efficient use of their powers and resources on a basis of mutual advantage in the areas of insurance and self-insurance and related services; And

WHEREAS, the Board of Education of the Sayreville District desires to secure protection, services, and savings relating to insurance and self-insurance for itself and its departments and employees; and

WHEREAS, the Board of Education of the Sayreville District finds that the best and most efficient way of securing this protection and services is by cooperating with other school districts across the State of New Jersey; and

WHEREAS, the New Jersey School Boards Association Insurance Group and its bylaws provide a basis for securing this protection for member districts;

NOW THEREFORE BE IT RESOLVED BY THE BOARD OF EDUCATION OF THE SAYREVILLE DISTRICT:

THAT the Board of Education of Sayreville District joins with other school districts in organizing and becoming members of the New Jersey School Boards Association Insurance Group; and

THAT, by adoption and signing of this resolution, the Board of Education is hereby joining the New Jersey School Boards Association Insurance Group effective the date indicated below.

Adopted by the Board of Education of the Sayreville School District, New Jersey, this 17th day of March 2009.

N. The Board of Education approved the attendance of Dr. Frank Alfano, Superintendent of Schools, at the NJASA/NJSBA Spring Conference in Atlantic City from Wednesday, May 20, 2009 through Thursday, May 21, 2009. Expenses to be paid in accordance with Board Policy and OMB Guidelines.

Registrations	- \$300
Accommodations	- 117/day + tax
Meals	- 54/day
Mileage	- At IRS Rate

O. The Board of Education approved a tuition contract (receiving) with South River Board of Education for the Multiple Disabilities Program in the amount of \$10,095.

P. The Board of Education approved authorizing the Business Administrator/Board Secretary to advertise for bid District Landscaping for the 2009-2010 school year.

Q. The Board of Education approved the resolution to participate in Coordinated Transportation with Middlesex Regional Educational Services Commission for the 2009-2010 school year.

R. The Board of Education approved Change Order #14 to Voacolo Electric, Inc in the amount of \$6,889 for Repairs to Locker Room Areas for the SWMHS Additions/Renovations.

S. The Board of Education approved Change Order #25 to Chanree Construction Co, Inc in the amount of (\$6,889) for Repairs to Locker Room Areas for the SWMHS Additions/Renovations.

T. The Board of Education approved Change Order #26 to Chanree Construction Co, Inc. in the amount of \$1,783 for Removal of Rebar at Foundation Walls for the SWMHS Additions/Renovations.

U. The Board of Education approved Change Order #27 to Chanree Construction Co, Inc. in the amount of \$20,000 for Removal of Unsuitable Soil for the B Wing for the SWMHS Additions/Renovations.

V. The Board of Education approved Change Order #28 to Chanree Construction Co, Inc. in the amount of \$6,691 for Changes made at Stair Tower #3 and Cafeteria Ramp for the SWMHS Additions/Renovations.

W. The Board of Education approved Change Order #29 to Chanree Construction Co, Inc. in the amount of \$3,104 for Change in Rebar at the Ramp & Stair Tower #3 for the SWMHS Additions/Renovations.

X. The Board of Education approved Change Order #30 to Chanree Construction Co, Inc. in the amount of \$11,696 for Installation of Temporary Ramp for the SWMHS Additions/Renovations.

Y. The Board of Education approved Change Order #31(Owner Request) to Chanree Construction Co, Inc. in the amount of \$126,200 for Installation of New Roof for Existing Cafeteria for the SWMHS Additions/Renovations.

Z. The Board of Education approved Change Order #32(Owner Request) to Chanree Construction Co, Inc. in the amount of \$17,657 for Installation of New Fascia for Existing Building for the SWMHS Additions/Renovations.

AA. The Board of Education approved Change Order #33 to Chanree Construction Co, Inc. in the amount of \$15,490 for Removal & Replacement Decking for the SWMHS Additions/Renovations.

BB. The Board of Education approved Change Order #34 to Chanree Construction Co, Inc. in the amount of \$34,571 for Temporary Weather Protection for the SWMHS Additions/Renovations.

CC. The Board of Education approved Change Order #35 to Chanree Construction Co, Inc. in the amount of \$3,554 for Installation of 1-1/2 Wood Blocking for the SWMHS Additions/Renovations.

DD. The Board of Education approved Change Order #36 to Chanree Construction Co, Inc. in the amount of \$13,362 for Change FRP Doors B25a & B26 for the SWMHS Additions/Renovations.

EE. The Board of Education approved Change Order #37 to Chanree Construction Co, Inc. in the amount of (\$38,665) for Computer Furniture for Rooms A80, A81 & A82 for the SWMHS Additions/Renovations.

FF. The Board of Education approved Change Order #38 to Chanree Construction Co, Inc. in the amount of (\$8,500) for Repairs to Gymnasium Equipment for the SWMHS Additions/Renovations.

GG. The Board of Education approved the amendment of Change Order #22 in the amount of \$12,500 (previously \$13,000) for Shoring of Existing Joists for the SWMHS Additions/Renovations.

HH. The Board of Education approved the attendance of Carla Sutherland, Assistant Superintendent, at the New Jersey Association of Federal Program Administrators 40th Annual Spring Training Institute in Atlantic City from April 23-24, 2009. Expenses will be paid by NCLB Title I professional development funds and in accordance with Board Policy and OMB guidelines.

Registration - \$295
 Accommodations - 110/day + tax
 Parking - 10/day

II. The Board of Education approved the attendance of Karen Waranowicz, Student Information Systems Manager, at the PowerSchool University 2009 Training Program in Orlando, Florida from July 12-17, 2009. Expenses will be paid by NCLB Title I & II professional development funds and in accordance with Board Policy and OMB guidelines.

Registration - \$2000 (inc. breakfast & lunch)
 Accommodations - 109/day + tax
 Meals - 27/day
 Travel - 256
 Fees - 10/day

JJ. The Board of Education approved an additional twelve (12) Response to Intervention Saturday Life Strategies sessions for Sayreville High School students at a cost of \$183 per Saturday session. The following are the Life Strategies teachers/counselors approved under Account #11-000-100-562-15: Richard Gluchowski, Deanna Loch, Paula Schnorbus, Kelly Nakielny, Daniel Feldman, Meredith Fass and Nikki Panza.

KK. The Board of Education approved the Proposed Tentative Budget for Fiscal Year 2009-10 for submission to the voters as follows:

<u>FUND</u>	<u>BUDGET AMOUNT</u>	<u>LOCAL TAX LEVY</u>
General	\$75,748,601	\$51,428,157
Special Revenue	2,300,000	-0-
Debt Service	5,982,000	3,571,789

Whereas, school district policy (Expenses - #9250) and NJAC 6A:23B-1.2 (b) provides that the Board of Education shall establish in the annual school budget a maximum expenditure for the 2009-10 school year.

Now therefore be it resolved, that the Sayreville Board of Education hereby establishes the school district travel maximum for the 2009-10 school year at the sum of \$105,400 and be it further resolved that the School Business Administrator shall track and record these costs to insure that the maximum is not exceeded. Current 2008-09 school-year expenditures are \$50,385 and budget is \$109,800.

The 2009-2010 Budget Comparison with Justification Reports include the supporting documentation for this 2009-10 Budget and also contains an itemization of certain expenditures required under administrative regulations.

LL. The Board of Education approved the following resolution:

RESOLUTION #2008-09-011

RESOLUTION OF THE BOARD OF EDUCATION OF THE BOROUGH OF SAYREVILLE, TRANSFERRING \$2,259,274 IN EXCESS BOND PROCEEDS FROM THE CAPITAL PROJECTS FUND TO THE DEBT SERVICE FUND.

WHEREAS, the Board of Education of the Borough of Sayreville in the County of Middlesex, New Jersey issued \$21,920,000 in School Bonds on March 1, 2002 to fund the School District's local share of renovation and expansion of the Samsel School ;

WHEREAS, the Board has completed the project and there remains \$2,259,274 in excess bond proceeds as of the date hereof;

WHEREAS, pursuant to N.J.A.C. 6A:26-4.6c, the Board seeks to transfer such excess bond proceed in the amount of \$2,259,274 to pay the principal portion of such bond maturing in 2009-10 in the amount of \$2,259,274.

NOW, THEREFORE, BE IT RESOLVED THAT \$2,259,274 IS AUTHORIZED TO BE TRANSFERRED FROM THE CAPITAL PROJECTS FUND TO THE DEBIT SERVICE FUND.

MM. The Board of Education approved the following Sayreville Technology Academy after school courses that will be totally funded by the NCLB Title I and Title II Grants, depending on the grade level of participants. Certificated trainers will be paid \$50 per hour for 3 hours or \$150 per course. Each course will require a minimum of 5 participants.

<u>DATE</u>	<u>COURSE TITLE</u>	<u>NAME</u>
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3/18/09	SmartBoard III	Dana Giorgianni
3/19/09	VoiceThread	Kerry Fleschner
3/24/0	Inspiration	Mary Desmond
3/24/9	Movie in a Minute Using United Streaming	Barbara DeSantis
3/26/09	Free Tools for Teachers	Barbara DeSantis
4/2/09	Slide.com	Christina Kiernan
4/09	Creating Video Math Problems	Shannon Johnson
5/09	Web Warden	Michael Waranowicz
5/09	Homework Interchange	Michael Waranowicz
5/09	Using Moddle for Virtual Courses	Michael Waranowicz

NN. The Board of Education approved Change Order #3 to Singer Equipment Co. in the amount of \$39,395 for Escalation of Material Costs in Cafeteria Equipment for the SWMHS Additions/Renovations.

3 – PERSONNEL (NON-CERTIFIED)

A. The Board of Education granted retroactively an unpaid medical leave of absence to Concetta Genovese, bus aide for the District, from February 12, 2009 through June 30, 2009.

B. The Board of Education approved retroactively the transfer of Mary Sue Novak from 7 AM-3 PM leadperson at the Wilson Elementary School to 3 PM-11 PM custodian at the Sayreville Middle School, effective March 4, 2009, at the following prorated salary:

Base	- \$31,819
Blackseal	- 1,200
<u>Longevity</u>	<u>- 720</u>
Salary	- \$33,739

C. The Board of Education approved the transfer of John Fitzgerald from 3 PM-11 PM Variably Assigned Custodian for the District to 3 PM-11 PM Custodian at the Sayreville Middle School, effective April 1, 2009 at a salary of \$25,576.

D. The Board of Education approved retroactively the transfer of Nadine Boyd from a one-to-one part-time paraprofessional at the Truman Elementary School to a part-time paraprofessional in the resource center at the Sayreville Middle School, effective February 25, 2009, for school year 2008-09. This transfer is a lateral transfer and will not require any salary change.

E. The Board of Education granted retroactively an unpaid Medical Leave of Absence to Doreen Leschinski, paraprofessional at the Samsel Upper Elementary School, from February 20, 2009 through March 18, 2009.

F. The Board of Education approved the transfer of Michael Gawron from Night Lead (3 PM – 11 PM) Custodian at the Samsel Upper Elementary School to Day Lead (7 AM – 3 PM) Custodian at the Wilson Elementary School at a salary of \$28,624 Base + \$1,200 Blackseal + \$560 Longevity + \$1,000 Leadperson = \$31,384 Salary.

G. The Board of Education approved the employment of the following personnel for school year 2008-09 (not to exceed 24 hours per week, on an as needed basis) at the salaries and assignments indicated below. Each employee will serve a ninety-day probationary period.

Name	Location	Assignment	2008-09 Salary	Effective Dates
Gallagher, Marion (New Position)	SUES (Project Before)	Part-time Paraprofessional	\$9.00 Hourly	3/23/09 thru 6/30/09
Rivera, Diane (New Position)	Arleth	Part-time One to One Paraprofessional	\$9.00 Hourly	3/23/09 thru 6/30/09

H. The Board of Education approved the following professional days at the amounts listed in addition to mileage at the employee's respective contractually negotiated rate.

Name	Professional Day	Date	Registration Fee
Maritza Farciert	Chaperone for Class of 2008 Trip to Orlando, Florida	4/23, 24 & 27/09	Free
Kerry Haney	Strategies and Support for School Success: Understanding Students with Autism Disorders	3/30/09	\$70.00
Sharron Jung	Strategies and Support for School Success: Understanding Students with Autism Disorders	3/30/09	\$70.00
Sandra Paul	FY10 Perkins Grant Northern Regional Technical Assistance	4/27/09	Free
Sandra Paul	NJBTEA Spring Conference	5/13/09	\$110.00

I. The Board of Education approved the following support personnel to substitute or temporary help lists for school year 2008-09 and 2009-10. All applicants have met employment requirements.

Bus Driver

*Gwizdz, Magdalena

*Hewlett, Bruce

Cafeteria Aide

*Buono, Elizabeth

Cafeteria Worker

*Buono, Elizabeth

Dunne, Dawnmarie

Custodian

*Erickson, Craig

*Mozdzen, James

*Conditional upon final approval by the N.J. Department of Education and the Board further authorizes the submission of an application for emergency hiring pursuant to N.J.S.A. 18A:6-7.1 et seq., N.J.S.A. 18A:39-17 et seq. or N.J.S.A. 18A:6-4.13 et seq.

J. The Board of Education approved retroactively a one-day suspension, without pay, to Mary Novak, 3 PM-11 PM custodian at the Sayreville Middle School, on March 3, 2009.

K. The Board of Education approved the agreement between the Sayreville Board of Education and the Teamsters Local Union No. 469, dated February 13, 2009, in the matter entitled Sayreville Board of Education and IBT Local 469, PERC Docket No. AR-2009-326 and AUTHORIZE the Board President, the Board Business Administrator/Board Secretary and the Board attorney to take all necessary and appropriate steps to implement the aforesaid Agreement.

4- PERSONNEL (CERTIFIED)

A. The Board of Education honored the retirement of Angela Tomczyk, Social Studies Teacher at the Sayreville War Memorial High School, effective July 1, 2009.

B. The Board of Education granted a Pregnancy Leave of Absence to Ruth-Anne Sokol, Reading Specialist at the Wilson Elementary School, beginning April 20, 2009 and terminating twenty days after delivery. Upon verification of delivery and subsequent use of allowable disability leave, Mrs. Sokol requests a Childrearing Leave through June 30, 2009.

C. The Board of Education granted a Pregnancy Leave of Absence to Mary Desmond, Library/Media Specialist at the Samsel Upper Elementary School, beginning May 25, 2009 and terminating twenty days after delivery. Upon verification of delivery and subsequent use of allowable disability leave, Mrs. Desmond requests a Childrearing Leave through June 30, 2009.

D. The Board of Education granted a Pregnancy Leave of Absence to Kimberly Marsh, Science Teacher at the Sayreville Middle School, beginning May 15, 2009 and terminating twenty days after delivery. Upon verification of delivery and subsequent use of allowable disability leave, Mrs. Marsh requests a Childrearing Leave through June 30, 2009.

E. The Board of Education granted an extension to a Childrearing Leave of Absence for Nadia Filan, Resource Center/In-Class Support Teacher at the Sayreville War Memorial High School for the 2009-10 school year.

F. The Board of Education granted retroactively an unpaid Medical Leave of Absence to Stephanie Peduto, Grade 2 Teacher at the Arleth Elementary School, from February 17, 2009 through March 20, 2009.

G. The Board of Education approved the following professional days at the amounts listed in addition to mileage at the employee's respective contractually negotiated rate.

Name	Professional Day	Date	Registration Fee
Jamie Allen	The 41 st Annual Conference on Reading and Writing	4/3/09	\$150.00
Nicole Allen	No Student Will Stop Me From Teaching: Developing Effective Behavior Management Plans	4/22/09	\$100.00
William Anschuetz	Workshop Series: Supervisors as Agents of Change in Transforming Secondary Schools	4/27/09 5/4/09 5/11/09	\$175.00
Jennifer Bauer	Back to the Future: Teaching and Learning Mathematics with Web 2.0	3/27/09	\$78.00
Florence Berman	NJ Business/Technology Education Association	5/13/09	\$110.00
Annabelle Boehm	The Standard Based Curriculum for Students with Disabilities	4/22/09	\$135.00
Annabelle Boehm	Promoting Powerful Professional Development to Advance Student Learning	3/17/09	Free
Ann Bomberger	Creating Professional Math Tests Using Microsoft Word	4/2/09	\$78.00
Mary Boverly	ABCs of Creating Lessons for SmartBoard Classrooms	3/19/09	\$150
Edith Braun	NJ Conference on Prevention of Childhood Obesity	3/31/09	\$95.00
Alyssa Cantwell	Literature in the Math Classroom	3/19/09	\$78.00
Rosa Caubet	Blogs, and Casts and the Classroom	5/8/09	\$78.00
Kelly Cibrian	The 41 st Annual Conference on Reading and Writing	4/3/09	\$150.00
Tara Cleary	Microsoft PowerPoint in the Classroom	3/26/09	\$78.00
Mary Beth Comerford	Practical Strategies for Using Six Traits in Your Writing Instruction	4/23/09	\$150.00
Cynthia Cordes	Back to the Future: Teaching and Learning Mathematics with Web 2.0	3/27/09	\$78.00
Caroline Corvino	Chaperone for Class of 2009 Trip to	4/23, 24 &	

	Orlando, Florida	27/09	Free
Shawn Currie	Chaperone for Class of 2009 Trip to Orlando, Florida	4/23, 24 & 27/09	Free
Dana DeBlasio	The 41 st Annual Conference Reading and Writing	4/3/09	\$150.00
Rickie Lee DeMaio	The 41st Annual Conference Reading and Writing	4/3/09	\$150.00
Danielle DeCarolis	Differentiating Instruction with Technology	3/20/09	\$78.00
Marybeth Drabik	Smart Board Across the Curriculum	5/5/09	\$78.00
Richard Eberhardt	Differentiating Instruction with Math Centers	5/21/09	Free
Richard Eberhardt	Perkins Technical Assistance Workshop	4/27/09	Free
Mary Fallon	Creative Services Planning Session	5/8/09	Free
Alicia Farese	Differentiating Instruction with Technology	3/20/09	\$78.00
Jaclyn Farrell	Chaperone for Class of 2009 Trip to Orlando, Florida	4/23, 24 & 27/09	Free
Jaclyn Farrell	Back to the Future: Teaching and Learning Mathematics with Web 2.0	3/27/09	\$78.00
Melanie Faulkner	Raising Your LAL Test Scores with Software You Already Have	6/4/09	\$78.00
Libby Feldman	NJ Business/Technology Education Association Spring Conference	5/13/09	\$110.00
Courtney Ferraro	Back to the Future: Teaching and Learning Mathematics with Web 2.0	3/27/09	\$78.00
Megan Freeman	Differentiating Instruction with Technology	3/20/09	\$78.00
Rachel Gelfand	Strategies and Support for School Success: Understanding Students with Autism Spectrum Disorders	3/30/09	\$70.00
Thomas Gentile	Supervisors as Agents of Change	4/27/09, 5/4/09 and 5/11/09	\$175.00
Rosemarie Griggs	Raising Your LAL State Test Scores with Software You Already Have	6/4/09	\$78.00
Jennifer Grimm	Chaperone for Class of 2009 Trip to Orlando, Florida	4/23, 24 & 27/09	Free
Donna Jakubik	FBI – Identifying Warning Signs of School Violence	3/26/09	Free
Susan Jaysnovitch	NJ Business/Technology Education Association Spring Conference	5/13/09	\$110.00
Kim Jaremczak	Raising LAL State Scores with Software You Already Have	6/4/09	\$78.00
Erica Kennedy	Motivating the Unmotivated: Practical Strategies for Teaching the Hard to Reach Students	3/23/09	\$150.00
David Knaster	Jersey Shore Child Evaluation Center: Annual Spring Conference Understanding Autism	3/30/09	\$70.00
Kaitlyn Krainski	Practical Strategies for Using Six Traits In Your Writing Instruction	4/23/09	\$150.00
Christine Lawlor	Winners! A Closer Look at the Year's 100 Best Books for Children K-6	5/1/09	\$150.00
Kerry Lawson	Winners! A Closer Look at the Year's		

	100 Best Books for Children K-6	5/1/09	\$150.00
Michelle Leonard	Help Students Build Self-Discipline and Self-Control	3/18/09	\$150.00
Deanna Loch	Chaperone for Class of 2009 Trip to Orlando, Florida	4/23, 24 & 27/09	Free
April Magistro	Winners! A Closer Look at the Year's 100 Best Books for Children K-6	5/1/09	\$150.00
Noreen Mahoney	The Ethics of Trauma and Disaster Responses, Doing Right, Doing Good	5/14/09	\$125.00
Jamil Maroun	Chaperone for Class of 2009 Trip to Orlando, Florida	4/23, 24 & 27/09	Free
Dena Mazur	The 41 st Annual Conference on Reading and Writing	4/3/09	\$195.00
Patrice McCloud	Raising the Achievement of Title I Students	3/17/09	\$199.00
Lori McLafferty	ABCs of Creating Lessons for SmartBoard Classrooms	3/19/09	\$150.00
Kerri Meagher	Strategies – Support for School Success	3/30/09	\$70.00
Edward Mish Jr.	Practical Strategies for Working Successfully with Difficult Childrent	4/22/09	\$150.00
Gineen Morosco	The 41 st Annual Conference on Reading and Writing	4/3/09	\$150.00
Jeannette Moser	Practical Strategies for Using Six Traits in Your Writing Instruction (Grades 3-6)	4/23/09	\$150.00
Christopher Naghski	Practical Strategies for Working Successfully with Difficult Students	4/22/09	\$150.00
George Najjar	Chaperone for Class of 2009 Trip to Orlando, Florida	4/23, 24 & 27/09	Free
Jennifer O'Keefe	Learning Styles – Activities to Reach All Learners	5/15/09	\$78.00
Joseph O'Donnell	Motivating the Unmotivated - Practical Strategies for Teaching the Hard to Reach Student.	3/24/09	\$150.00
Adina O'Neill	Learning Styles – Activities to Reach All Learners	5/15/09	\$78.00
Jennifer Pesci	e-Pals: Free Protected e-Mail and International Projects	3/26/09	\$78.00
Michael Piccuiro	Getting Started on Moodles: Your On-line Classroom	3/31/09	\$78.00
Michael Piccuiro	Using MovieMaker as a Presentation Tool	4/1/09	\$78.00
Ashley Powell	Motivating the Unmotivated: Practical Strategies for Teaching the Hard to Reach Student	3/23/09	\$150.00
Arnold Pulido	Blogs, Podcasts and the Classroom	5/8/09	\$78.00
Robert Preston	School Violence Workshop	3/26/09	Free
Robert Preston	Financial Literacy Training for Teachers	3/27/09	Free
Dominic Provenza	Learning Without Lecture	3/26/09	\$115.00
Dominic Provenza	Financial Literacy: Personal Finance Tool	4/23/09	\$78.00
Allison Ratcliffe	Learning Without Lecture	3/25/09	\$115.00

Cathy Reilly	Workshop Series: Supervisors as Agents of Change in Transforming Secondary Schools	4/27/09 5/4/09 5/11/09	\$175.00
Ken Ridge	The Best in Young Adult Literature – Grades 6-12	3/30/09	\$150.00
Melissa Roden	Differentiating Instruction with Technology	3/20/09	\$78.00
Joanne Remite	Using the Smart Board for Math Instruction	3/19/09	\$150.00
Lauren Roman	Using Six Traits in Your Writing Program	4/23/09	\$150.00
Michael Salum	Chaperone for Class of 2009 Trip to Orlando, Florida	4/23, 24 & 27/09	Free
Eleanor Schneider	Teaching and Learning Mathematics with Web 2.0	3/27/09	\$78.00
Salmaria Scott	Bullying in School	3/27/09	Free
Sara Sullivan	Create a Website	5/6/09	\$78.00
Lizbeth Victorero	Motivating the Unmotivated: Practical Strategies for Teaching the Hard to Reach Student	3/23/09	\$150.00
Suneeta Vora	Childhood Neurology	5/28/09	\$150.00
Heather Walsh	Chaperone for Class of 2009 Trip to Orlando, Florida	4/23, 24 & 27/09	Free
Teresa Watters	The 41 st Annual Conference on Reading and Writing	4/3/09	\$150.00
Colleen Yuhas	Learning Styles – Activities to Reach All Learners	5/15/09	\$78.00
Jessica Yurecsko	NJ TESOL Spring Conference	5/19 & 5/20/09	\$159.00

H. The Board of Education approved the following personnel to the teacher substitute list for school year 2008-09 and 2009-10. All applicants are certified for substituting.

- *Alfano, Lynne
- *Bara, Rachel
- *Brown, Richard
- *Farmer, Jeffrey
- *Figueroa, Anthony
- *Fischer, Nicole
- *Giampaolo, Sabrina
- *Haney, Laura
- *Hendry, Ernest
- *Kellerman, Karen
- *Krall, Candice
- *Lonski-Pfeil, Nancy
- *Maloff, Amy
- *Mayzelshteyn, Julia
- *Naik, Sejal
- *Nadeem, Saima
- *Notarangelo, Kristin

- *Protasenia, Nancy
- *Rutigliano, Cheryl
- *Rutigliano, Jacqueline
- *Santos, Jeremy
- *Tyszkiewicz, Katharine
- *Unkel, Kelly
- *Varrichio, AnneMarie

*Conditional upon final approval by the N.J. Department of Education and the Board further authorizes the submission of an application for emergency hiring pursuant to N.J.S.A. 18A:6-7.1 et seq., N.J.S.A. 18A:39-17 et seq. or N.J.S.A. 18A:6-4.13 et seq.

I. The Board of Education approved retroactively a five-day suspension, with pay, to Jill Kirol, Physical Therapist for the District, from March 5 through March 11, 2009.

5 – POLICY

A. The Board of Education approved the first reading of Policy #6171.4 as follows:

SAYREVILLE BOARD OF EDUCATION
Sayreville, New Jersey

FILE CODE: 6171.4
 X Monitored
 X Mandated
 X Other Reasons

Policy

SPECIAL EDUCATION

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

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

A disabled pupil must meet all state and local high school graduation requirements in order to receive a state-endorsed high school diploma unless exempted in his/her IEP. When a pupil has been exempted from any graduation requirement, his/her IEP shall address alternate requirements to be met. By the year specified in code, the board shall ensure that all pupils with disabilities participate in statewide assessments with appropriate accommodations or modifications, as determined by the pupil's IEP. If the nature of the pupil's disability is so severe that the pupil is not receiving instruction in any of the knowledge and skills measured by the statewide assessment and the pupil cannot complete any of the questions on the assessment in a subject area with or without accommodations, the pupil shall participate in a locally determined assessment of pupil progress.

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

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

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

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

B. Prevention of needless public labeling of educationally disabled pupils

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

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

C. Compilation, maintenance, access to and confidentiality of pupil records according to N.J.A.C. 6A:32-7.4 through -6.6.

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

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

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

For the district's general policy and regulation on pupil records see 5125, which deals with all requirements common to disabled and general pupil records including enumeration and description of records, provisions for access, notice to parents/guardians of their rights in regard to the child's records, etc. **NOTE: YOUR GENERAL POLICY ON PUPIL RECORDS SHOULD BE INCLUDED IN THE MATERIAL YOU SUBMIT TO THE COUNTY OFFICE.**

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

The chief school administrator shall prepare written procedures for identifying those pupils ages three through 21, including pupils attending nonpublic schools, who reside within the district and may be educationally disabled, who are not receiving special education and/or related services as required. Procedures shall include provision for the referral of pupils who may be experiencing physical, sensory, emotional, communication, cognitive or social difficulties. In order to ensure program placement by a disabled child's third birthday, a written request for initial evaluation shall be forwarded to the district at least 120 days prior to the preschooler attaining age three.

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

These procedures and arrangements shall be adopted by the board after review and possible revision.

The procedures shall include criteria by which to identify the potentially disabled, and require the participation of staff, parents/guardians and appropriate agencies.

Evaluation and Determination of Eligibility

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

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

The chief school administrator shall oversee development of detailed procedures to govern the evaluation process, and shall implement them after they have been reviewed and adopted by the board.

The board shall ensure that a variety of assessment tools and strategies shall be applied to gather information to develop and monitor the IEP, including cooperation and input from the parents/guardians. Relevant information shall also be related to enabling the

pupil to be involved in and progress in the general education curriculum or, for preschool children with disabilities to participate in appropriate activities.

E. Provision of full educational opportunity to educationally disabled pupils

The board of education is responsible for providing education for all children resident in the district. All reasonable efforts will be made to resolve an enrolled child's learning and adjustment difficulties prior to his/her referral to the child study team for screening and/or evaluation. When a pupil is found eligible for special education and related services and the board of education cannot provide required instruction and related services from its own resources and facilities, the board will seek appropriate placement outside the district, and will assume such costs of that placement as are required by law.

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

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

The chief school administrator shall also ensure that the district plan for special education is in compliance with administrative code and the approved state plan for special education, according to N.J.A.C. 6A:14-4.1. This plan shall consist of policies, procedures, assurances, a comprehensive system of personnel development, data collection and an application that describes the use of IDEA Part B funds. The chief school administrator shall ensure that the plan is implemented in this district and shall supervise its operation so that it will accomplish its stated goals and objectives.

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

In order to achieve the district's goal of providing full educational opportunity to all educationally disabled pupils in accordance with the administrative code, parent/guardian participation shall be sought in every successive stage of the special education decisional process, pursuant to N.J.A.C. 6A:14-2.3 and 2.4.

All notifications shall be made and all necessary conferences conducted in the language used for communication by the parent/guardian and the pupil unless it is not feasible to do so, in which case the provisions of administrative code shall be followed.

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

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

The chief school administrator shall develop and present to the board for review and adoption procedures for:

1. Giving notice to parents/guardians when an initial request is being made for consent to evaluate or when a proposal has been made to initiate or change a classification, evaluation

or educational placement of the pupil, or the provision of a free, appropriate education. For each instance, all required information and documentation shall be supplied to the parents/guardians within the timelines set by the administrative code. Particular care must be taken to inform parents/guardians of their right to appeal and their rights in regard to low-cost legal counsel and fees;

2. Seeking consent of parents/guardians to the actions in 1, when such consent is required;
3. Seeking parent/guardian participation in conferences and determinations as specified in 1, and in evaluation of the success of the educational plan for their child. When necessary, conference schedules shall be altered to accommodate working parents/guardians;
4. Mediation when disputes arise during any stage of the special education process which cannot be settled between the original parties.
5. Particularly, parental consent shall be obtained prior to implementation of the initial IEP resulting from evaluation; prior to reevaluation except in the circumstances outlined in code; and prior to the release of pupil records according to N.J.A.C. 6A:32-7.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1. No more than 90 calendar days after parental consent has been received shall be allowed for the evaluation, determination of eligibility and, if the pupil is eligible, the development and implementation of the IEP. The IEP shall be implemented as soon as possible following the IEP meeting.

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

J. Protection of pupils rights in regard to evaluation and reevaluation procedures according to N.J.A.C. 6A:14-3.4 and 3.8

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

In order to achieve the district's goal of providing full educational opportunity to all educationally disabled pupils in accordance with the administrative code, parent/guardian participation shall be sought in every successive stage of the special education decisional process. All notifications shall be made and all necessary conferences conducted in the language used for communication by the parent/guardian and the pupil unless it is not feasible to do so, in which case the provisions of administrative code shall be followed. The chief school administrator shall develop and present to the board for review and adoption procedures for:

1. Giving notice to parents/guardians and adult pupils in accordance with N.J.A.C. 6A:14-2.3 when an initial request is being made for consent to evaluate or when a proposal has been made to initiate or change a classification, evaluation or educational placement of the pupil, or the provision of a free, appropriate education. For each instance, all required information and documentation shall be supplied to the parents/guardians within the timelines set by the administrative code. Particular care must be taken to inform parents/guardians and adult pupils of their right to review all educational records with respect to the identification, evaluation and educational placement of the pupil; to appeal these by requesting a due process hearing; and their rights in regard to free and low cost legal services and legal fees;
2. An independent evaluation at the request of the parent/guardian or adult pupil in accordance with N.J.A.C. 6A:14-2.5(c). Such independent evaluation shall be at no cost to the parent/guardian if it is conducted in compliance with administrative code, unless the district board of education initiates a due process hearing to show that its evaluation is appropriate and a final determination to that effect is made following the hearing. The IEP team shall consider any independent evaluation submitted to it when making decisions regarding special education and/or related services;
3. Mediation when disputes arise during any stage of the special education process which cannot be settled between the original parties. A due process hearing may be initiated by the board of education, a parent/guardian or adult pupil;
4. Ensuring what all evaluation procedures, including but not limited to observations, tests and interviews used to determine eligibility and placement of disabled pupils, shall comply with the requirements of N.J.A.C. 6A:14-3.4, 3.5 and 3.7.

K. Placement of educationally disabled pupils in the least restrictive environment according to N.J.A.C. 6A:14-4.2

Educational placement decisions made for each disabled pupil shall always be, insofar as possible, in the least restrictive environment commensurate with the pupil's educational needs. This means that to the maximum extent appropriate, educationally disabled pupils shall be educated with children who are not educationally disabled. These decisions

should be designed to produce a positive effect on the pupil and to ensure the quality of services which he/she requires.

The chief school administrator shall encourage positive attitudes toward the educationally disabled in all district pupils and personnel.

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

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

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

- L. Establishment and implementation of procedural safeguards according to N.J.A.C. 6A:14-2.3 through -2.4 and N.J.A.C. 1:6A

The board of education directs the chief school administrator to establish and implement the required procedural safeguards.

Procedural safeguards shall include:

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

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

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

necessary accommodations if the language is other than English or if the parents/guardians are deaf.

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

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

Written Plan

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

Discipline

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

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

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

Early Intervention

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

Preschool Disabled Program

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

Placement in Nonpublic Schools

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

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

Limited English Proficient

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

Cooperation with Other Agencies

The chief school administrator shall investigate the possibilities of working with organizations and agencies providing services for the disabled, and shall present feasible programs and relationships to the board for consideration.

Evaluation of Program

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

Eligibility for State and Federal Funds

The chief school administrator shall ensure that all requirements for receiving, using and accounting for state and federal funds shall be fulfilled in an accurate and timely manner.

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

Access

In addition to educational programs, the board directs that the chief school administrator take into consideration physical access to district facilities for disabled pupils, staff and

the community in determining location of programs or planning new facilities per state and federal law.

Adopted:
 NJSBA Review/Update:
 Readopted:

Key Words

Special Education, Disabled, Graduation Requirements, Records, Pupil Records, Student Records, Special Education Pupil Records

ADDENDUM: TO 6171.4 SPECIAL EDUCATION POLICY

NEW JERSEY DEPARTMENT OF EDUCATION
 OFFICE OF SPECIAL EDUCATION PROGRAMS

BOARD OF EDUCATION POLICIES AND PROCEDURES
 FOR ELIGIBILITY UNDER PART B OF THE IDEA
 FOR 2008-2009

PART I - POLICIES

COUNTY CODE:	<u>23</u>	COUNTY NAME:	<u>Middlesex</u>
DISTRICT CODE:	<u>4660</u>	DISTRICT NAME:	<u>Sayreville</u>

In accordance with Part B of the IDEA and N.J.A.C. 6A:14-1.1, N.J.A.C. 6A:14-1.2(b) and (c), the district board of education shall adopt and assure compliance with the following policies:

Policy #1: All students with disabilities, who are in need of special education and related services, including students with disabilities attending nonpublic schools, regardless of the severity of their disabilities, are located, identified and evaluated according to N.J.A.C. 6A:14-3.3.

Policy #2: Homeless students are located, identified and evaluated according to N.J.A.C. 6A:14-3.3, and are provided special education and related services in accordance with the IDEA, including the appointment of a surrogate parent for unaccompanied homeless youths as defined in 42 U.S.C. §§11431 et seq.

Policy #3: Students with disabilities are evaluated according to N.J.A.C. 6A:14-2.5 and 3.4.

Policy #4: An individualized education program is developed, reviewed, and as appropriate, revised according to N.J.A.C. 6A:14-3.6 and 3.7.

Policy #5: To the maximum extent appropriate, students with disabilities are educated in the least restrictive environment according to N.J.A.C. 6A:14-4.2.

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

Policy #7: Students with disabilities are afforded the procedural safeguards required by N.J.A.C. 6A:14-2.1 et seq., including appointment of a surrogate parent, when appropriate.

Policy #8: A free appropriate public education is available to all students with disabilities between the ages of three and 21, including students with disabilities who have been suspended or expelled from school.

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

Policy #9: Children with disabilities participating in early intervention programs assisted under IDEA Part C who will participate in preschool programs under this chapter will experience a smooth transition and have an individualized education program developed and implemented according to N.J.A.C. 6A:14-3.3(e) and N.J.A.C. 6A:14-3.7.

Policy #10: Full educational opportunity to all students with disabilities is provided.

Policy #11: The compilation, maintenance, access to and confidentiality of student records are in accordance with N.J.A.C. 6A:32-7.

Policy #12: Provision is made for the participation of students with disabilities who are placed by their parents in nonpublic schools according to N.J.A.C. 6A:14-6.1 and 6.2.

Policy #13: Students with disabilities who are placed in private schools by the district board of education, are provided special education and related services at no cost to their parents according to N.J.A.C. 6A:14-1.1(d) and N.J.A.C. 6A:14-7.5(b)3.

Policy #14: All personnel serving students with disabilities are highly qualified and appropriately certified and licensed, where a license is required, in accordance with State and Federal law.

Policy #15: The in-service training needs for professional and paraprofessional staff who provide special education, general education or related services are identified and that appropriate in-service training is provided. The district board of education shall maintain information to demonstrate its efforts to:

1. Prepare general and special education personnel with the content knowledge and collaborative skills needed to meet the needs of children with disabilities;

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

Policy #16: Instructional materials will be provided to blind or print-disabled students in a timely manner.

Policy #17: For students with disabilities who are potentially eligible to receive services from the Division of Developmental Disabilities in the Department of Human Services, the district will provide, pursuant to the Uniform Application Act, N.J.S.A. 30:4-25.10 et seq., the necessary materials to the parent to apply for such services.

Policy #18: When the school district utilizes electronic mail, parents are informed as to whether they may use electronic mail to submit requests to school officials regarding referral, identification, evaluation, classification, and the provision of a free, appropriate public education. If this is permitted, parents shall be informed of the procedures to access the electronic mail system and that they may not utilize electronic mail to provide written consent when the district provides written notice and seeks parental consent as required by N.J.A.C. 6A:14.

Policy #19: The school district will provide teacher aides and the appropriate general or special education teaching staff time for consultation on a regular basis as specified in each student's IEP.

PART II – PROCEDURES

In accordance with Part B of the IDEA and N.J.A.C. 6A:14-1.1, N.J.A.C. 6A:14-1.2(b) and (c), the district board of education shall assure compliance with the following policies and related procedures below:

Policy #1: All students with disabilities, who are in need of special education and related services, including students with disabilities attending nonpublic schools, regardless of the severity of their disabilities, are located, identified and evaluated according to N.J.A.C. 6A:14-3.3.

AND

Policy #2: Homeless students are located, identified and evaluated according to N.J.A.C. 6A:14-3.3, and are provided special education and related services in accordance with the IDEA, including the appointment of a surrogate parent for unaccompanied homeless youths as defined in 42 U.S.C. §§11431 et seq.

AND

Policy #7: Students with disabilities are afforded the procedural safeguards required by N.J.A.C. 6A:14-2.1 et seq. including appointment of a surrogate parent, when appropriate.

Procedures to locate students with disabilities (child find) must ensure that:

- 1. Person(s) responsible to conduct child find activities are identified.**
- 2. Child find activities are conducted for all children ages three through 21, who reside within the district or attend nonpublic schools within the district.**
- 3. Child find activities are conducted at least annually.**
- 4. Child find activities (meetings, printed materials and/or public service announcements) are conducted in the native language of the population, as appropriate.**
- 5. Child find activities address public and nonpublic students, including highly mobile students such as migrant and homeless students.**
- 6. Child find activities for nonpublic school students are comparable to activities conducted for public school students.**
 - a. Child find activities for nonpublic school children provide for consultation with appropriate representatives of the nonpublic school and parents on how to carry out these activities.**
- 7. Child find activities include outreach to a variety of public and private agencies and individuals concerned with the welfare of students, such as clinics, hospitals, physicians, social service agencies and welfare agencies.**

Procedures for interventions in the general education program must ensure that:

- 1. Criteria/steps for initiating interventions in the general education program are identified.**
- 2. Parents, teachers and other school professionals, as appropriate, are informed of the procedures to initiate interventions in the general education program.**
- 3. Activities are in place to determine whether the interventions are effective.**
 - a. School personnel who are responsible for the implementation/evaluation of the interventions are identified; and**
 - b. The type, frequency, duration and effectiveness of the interventions are documented.**

Procedures for referral must ensure that:

- 1. Steps are in place to refer students after it has been determined that interventions in the general education program are not effective in alleviating the educational difficulties.**
- 2. Steps are in place to refer students directly to the child study team when warranted.**
- 3. Steps are in place to refer students who may be disabled but are advancing from grade to grade.**

4. Steps for initiating a referral to the child study team by school personnel identify:
 - a. The information/documentation of student performance required in the referral;
 - b. Forms, if any, that are to be submitted by school personnel;
 - c. School personnel who are responsible to process referrals; and
 - d. Timelines for processing referrals including the date that initiates the 20-day timeline for conducting the referral/identification meeting.
5. Steps for processing written referrals received from parents identify:
 - a. School personnel who are responsible to process referrals from parents; and
 - b. Timelines for processing referrals including the date that initiates the 20-day timeline for conducting the referral/identification meeting.
6. School personnel, parents and agencies are informed of referral procedures.

For students with disabilities potentially in need of a surrogate parent, procedures must ensure that:

1. A surrogate parent is provided to a student in accordance with N.J.A.C. 6A:14-2.2 when:
 - a. The parent of the student cannot be identified or located.
 - b. An agency of the State has guardianship of the student and that agency has not taken steps to appoint a surrogate parent for the student.
 - c. The student is a ward of the state and no State agency has taken steps to appoint a surrogate parent for the student.
 - d. 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.
 - e. The student is an unaccompanied homeless youth and no State agency has taken steps to appoint a surrogate parent for the student.
2. The district will make reasonable efforts to appoint a surrogate parent within 30 days of its determination that a surrogate parent is required for a student.
3. The district will appoint a person who will be responsible for appointing surrogate parents and overseeing the process. The responsible person will:
 - a. The person will determine whether there is a need for a surrogate parent for a student;
 - b. The person will contact any State agency that is involved with the student to determine whether the State has had a surrogate parent appointed for the student; and
 - c. The person will make reasonable efforts to select and appoint a surrogate parent for the student within 30 days of determining that there is a need for a surrogate parent for the student.
4. The district will establish a method for training surrogate parents that includes provision of information with respect to parental rights and procedural safeguards available to parents and students in accordance with N.J.A.C. 6A:14.

- a. The district will appoint a person that will be responsible for training surrogate parents;
 - b. The training of surrogate parents will ensure that surrogate parents have knowledge and skills that ensure adequate representation of the child with a disability;
 - c. The training will be designed to make surrogate parents familiar with State and federal requirements for assessment, individualized education program development, and parental rights with respect to the referral and placement process, including their rights with respect to seeking a due process hearing if they disagree with the local procedure or decisions;
 - d. Surrogate parents will be provided with copies of: the 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; and
 - e. Surrogate parents will be provided information to enable them to become familiar with the nature of the child's disability.
5. The district will ensure that:
- a. All persons serving as surrogate parents have no interest that conflicts with those of the student he or she represents;
 - b. All persons serving as surrogate parents possess knowledge and skills that ensure adequate representation of the student;
 - c. All persons serving as surrogate parents are at least 18 years of age;
 - d. If the school district compensates the surrogate parent for providing such services, a criminal history review of the person in accordance with N.J.S.A. 18A:6-7.1 is completed prior to his or her serving as the surrogate parent; and
 - e. No person appointed as a surrogate parent will be an employee of the New Jersey Department of Education, the district board of education or a public or nonpublic agency that is involved in the education or case of the child.

Policy #3: Students with disabilities are evaluated according to N.J.A.C. 6A:14-2.5 and 3.4.

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

Policy #4: An individualized education program is developed, reviewed, and as appropriate, revised according to N.J.A.C. 6A:14-3.6 and 3.7.

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

Policy #5: To the maximum extent appropriate, students with disabilities are educated in the least restrictive environment according to N.J.A.C. 6A:14-4.2.

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

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

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

Policy #8: A free, appropriate public education is available to all students with disabilities between the ages of three and 21, including students with disabilities who have been suspended or expelled from school.

Procedures regarding the provision of a free, appropriate public education to students with disabilities who are suspended or expelled must ensure that:

- 1. School officials responsible for implementing suspensions/expulsions in the district are identified.**
- 2. Each time a student with a disability is removed from his/her current placement for disciplinary reasons, notification of the removal is provided to the case manager.**
- 3. A system is in place to track the number of days a student with disabilities has been removed for disciplinary reasons.**
- 4. Suspension from transportation is counted as a day of removal if the student does not attend school.**
 - a. If transportation is included in the student's IEP as a required related service, the school district shall provide alternate transportation during the period of suspension from the typical means of transportation.**
- 5. Removal for at least half of the school day is reported via the Electronic Violence and Vandalism Reporting System.**
- 6. If the district has an in-school suspension program, participation in the program is not considered a removal when determining whether a manifestation determination must be conducted if the program provides the following:**
- 7. ¹**
 - a. Opportunity for the student to participate and progress in the general curriculum;**
 - b. Services and modifications specified in the student's IEP;**
 - c. Interaction with peers who are not disabled to the extent they would have in the current placement; and**
 - d. The student is counted as present for the time spent in the in-school suspension program.**
- 8. When a series of short-term removals will accumulate to more than 10 school days in the year:**
 - a. School officials and the case manager consult to determine whether the removals create a change of placement according to N.J.A.C. 6A:14-2.8(c)2;**
 - b. Written documentation of the consultation between school officials and the case manager is maintained;**
 - c. If it is determined that there is no change in placement, school officials, the case manager and special education teacher consult to determine the extent to which services are necessary to:**
 - 1. Enable the student to participate and progress appropriately in the general education curriculum; and**
 - 2. Advance appropriately toward achieving the goals set out in the student's IEP; and**

¹ For the purpose of documenting all removals, in-school suspension must be reported via the Electronic Violence and Vandalism Reporting System even if services were provided.

- d. Written documentation of the consultation and services provided is maintained.
9. Steps are in place to convene a meeting of the IEP team and, as necessary or required, conduct a functional behavioral assessment and review the behavioral intervention plan according to N.J.A.C. 6A:14 Appendix A, 20 U.S.C. §1415(k).

Procedures regarding the provision of a free, appropriate public education to preschool age students with disabilities must ensure that:

- 1. Eligible preschool age children who are not participating in an early intervention program have an IEP in effect by their third birthday. Steps include:²
 - a. Responding to referrals according to N.J.A.C. 6A:14-3.3(e)
 - b. Having a program in place no later than 90 calendar days from the date of consent.

Procedures regarding the provision of a free, appropriate public education to students with disabilities who are advancing from grade to grade must ensure that:

- 1. A student with a disability, who is advancing from grade to grade with the support of specially designed services, may continue to be eligible when:
 - a. As part of a reevaluation, the IEP team determines that the student continues to require specially designed services to progress in the general education curriculum; and
 - b. The use of functional assessment information supports the IEP team's determination.

Policy #9: Children with disabilities participating in early intervention programs assisted under IDEA Part C who will participate in preschool programs under this chapter will experience a smooth transition and have an individualized education program developed and implemented according to N.J.A.C. 6A:14-3.3(e) and N.J.A.C. 6A:14-3.7.³

- 1. A child study team member of the district will participate in the preschool transition planning conference arranged by the designated service coordinator from the early intervention system and will:
 - a. Review the Part C Individualized Family Service Plan for the child;
 - b. Provide the parent(s) written district registration requirements;
 - c. Provide the parents written information with respect to available district programs for preschool students, including general education placement options; and
 - d. Provide the parent(s) a form to use to request that the Part C service coordinator be invited to the child's initial IEP meeting.
- 2. The Part C service coordinator will be invited to the initial IEP meeting for a student transitioning from Part C to Part B.

Policy #10: Full educational opportunity to all students with disabilities is provided.

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

² This procedure does not apply to secondary school districts or charter schools that do not serve preschool age children.

Policy #11: The compilation, maintenance, access to and confidentiality of student records are in accordance with N.J.A.C. 6A:32-7.

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

Policy #12: Provision is made for the participation of students with disabilities who are placed by their parents in nonpublic schools according to N.J.A.C. 6A:14-6.1 and 6.2.

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

Policy #13: Students with disabilities who are placed in private schools by the district board of education, are provided special education and related services at no cost to their parents according to N.J.A.C. 6A:14-1.1(d) and N.J.A.C. 6A:14-7.5(b)3.

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

Policy #14: All personnel serving students with disabilities are highly qualified and appropriately certified and licensed, where a license is required, in accordance with State and Federal law.

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

Policy #15: The in-service training needs for professional and paraprofessional staff who provide special education, general education or related services are identified and that appropriate in-service training is provided. The district board of education shall maintain information to demonstrate its efforts to:

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

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

Policy #16: Instructional materials will be provided to blind or print-disabled students in a timely manner.

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

Policy #17: For students with disabilities who are potentially eligible to receive services from the Division of Developmental Disabilities in the Department of Human Services, the district will provide, pursuant to the Uniform Application Act, N.J.S.A. 30:4-25.10 et seq., the necessary materials to the parent to apply for such services.

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

Policy #18: When the school district utilizes electronic mail, parents are informed as to whether they may use electronic mail to submit requests to school officials regarding referral, identification, evaluation, classification, and the provision of a free, appropriate public education. If this is permitted, parents shall be informed of the procedures to access the electronic mail system and that they may not utilize electronic mail to provide written consent when the district provides written notice and seeks parental consent as required by N.J.A.C. 6A:14.

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

Policy #19: The school district will provide teacher aides and the appropriate general or special education teaching staff time for consultation on a regular basis as specified in each student's IEP.

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

Legal References: N.J.S.A. 10:5-1 et seq.
N.J.S.A. 18A:46-1 et seq.

See particularly:
N.J.S.A. 18A:46-13
N.J.S.A. 18A:46A-1 et seq.
N.J.A.C. 5:23-7

N.J.A.C. 6A:7-1.7
N.J.A.C. 6A:8-1.2
N.J.A.C. 6A:8-1.3
N.J.A.C. 6A:8-3.1
N.J.A.C. 6A:8-4.1 et seq.

N.J.A.C. 6A:8-5.1 et seq.
N.J.A.C. 6A:9-1.1 et seq.
See particularly:
N.J.A.C. 6A:9-11.3
N.J.A.C. 6A:14-1.1 et seq.
N.J.A.C. 6A:15-1.4

N.J.A.C. 6A:23-1.1 et seq.
See particularly:
N.J.A.C. 6A:23-3.4, -4.1 et seq.

Law Against Discrimination
Classes and Facilities for Handicapped
Children

Auxiliary Services
Barrier free subcode of the uniform
construction code
Equality in school and classroom practices
Scope
Definitions
Curriculum and instruction
Implementation of the Statewide
Assessment System
Implementation of Graduation Requirements
Professional Licensure and Standards

Special Education
Bilingual programs for limited English proficient
students

Finance and Business Services

<u>N.J.A.C. 6A:26-6.1 et seq.</u>	Planning and Construction Standards for School Facilities
<u>N.J.A.C. 6A:30-1.1 et seq.</u>	Evaluation of the Performance of School Districts
<u>N.J.A.C. 6A:32-7.1 et seq.</u>	Student Records
<u>N.J.A.C. 6A:32-8.3</u>	School attendance
<u>N.J.A.C. 6A:32-12.1</u>	Reporting requirements
<u>N.J.A.C. 6A:32-14.1</u>	Review of mandated programs and services

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

20 U.S.C.A. 1400 et seq. - 1990 Individuals With Disabilities Education Act, P.L. 101-476 (formerly Education for All Handicapped Children Act--Part B)

29 U.S.C.A. 794 et seq. - Section 504 of the Rehabilitation Act of 1973

34 CFR 76.1 et seq. - General Administrative Regulation EDGAR

34 CFR 77.1 et seq. - General Administrative Regulation EDGAR

34 CFR 300 - Assistance to States for the Education of Children with Disabilities (IDEA Regulations)

Agostini v. Felton, 521 U.S. 203 (1997), overruling Aquilar v. Felton, 473 U.S. 402 (1985)

Honig v. Doe, 484 U.S. 305 (1988)

Oberti v. Board of Education of Clementon School District, 995 F.2d 1204, 1216-17 (C. A.3 1993)

Cedar Rapids Community School District v. Garrett F., 526 U.S. 66 (1999)

Manual for the Evaluation of Local School Districts

Possible

<u>Cross References:</u>	*1120	Board of education meetings
	*4112.2	Certification
	*4131/4131.1	Staff development; in-service education/visitations/conferences
	*5114	Suspension and expulsion
	*5120	Assessment of individual needs
	*5125	Pupil records
	*5131	Conduct/discipline
	*5200	Nonpublic school pupils
	*6121	Nondiscrimination/affirmative action
	*6145	Extracurricular activities
	*6151	Class size
	*6164.2	Guidance services
	*6164.4	Child study team
	*9322	Public and executive sessions

*Indicates policy is included in the Critical Policy Reference Manual.

B. The Board of Education approved the second reading of the following Policy #1100:

**SAYREVILLE
BOARD OF EDUCATION
POLICY**

FILE CODE: 1100
 X Monitored
 Mandated
 X Other Reasons

COMMUNICATING WITH THE PUBLIC

The Board will keep the community informed of the status of the schools through advertised public meetings, press releases and such other means as may be appropriate.

The public information program of the Board and the district shall be directed by the Superintendent, who shall arrange to keep the public informed regarding the policies, administrative operations, objectives, and successes or failures of the schools and shall provide interpretation and explanation of the schools' plans and programs.

The district's budget; its audit; its annual goals and its progress toward achievement of them; its special education plans; its basic skills improvement plan; its bilingual/ESL program; pupil progress toward achievement of the Core Curriculum Content Standards; graduation statistics and any other information shall be communicated to the public as required by law.

The Board's meetings and records shall be a matter of public information except as such meetings and records pertain to individual personnel and other classified matters.

Avoiding Excessive Expenditures when Communicating with the Public

District publications will be produced and distributed in a cost-efficient manner, for example:

- A. Use of expensive materials or production techniques is prohibited when lower cost methods are available. Use of color glossy publications is prohibited.
- B. Distribution of pictures of school board members is prohibited within 90 days of any district election.
- C. Distribution of pictures of a declared school board candidate for the school board election is prohibited within 90 days of the annual school district election in which he/she is a declared candidate.
- D. Distribution of pictures of any declared candidate for municipal, state, county, or federal government is prohibited within 210 days of the November general election.

Excessive public relations activities that are not part of the instructional program are prohibited.

Possible

<u>Cross References:</u>	1000/1010	Concepts and roles in community relations; goals and objectives
	1120	Board of education meetings
	2240	Research, evaluation and planning
	3570	District records and reports
	6142.2	English as a second language; bilingual/bicultural
	6142.6	Basic skills
	6142.10	Technology
	6171.1	Remedial instruction
	6171.3	At-risk and Title 1
	6171.4	Special education
	6300	Evaluation of the instructional program

Key Words

Communicating With The Public, Public Information Program, Press Releases

Date Adopted: 08/23/2005

Date Revised: 12/16/2008

6 – CURRICULUM

A. The Board of Education approved the following for the Special Services Department:

1. Request for an American Sign Language interpreter for an annual review at a total cost of \$500 payable to ASL Interpreter Referral Service, Somerset. (I)
2. Request for a Spanish learning and psychological evaluation as part of the initial evaluation plan at a total cost of \$1540.00 payable to Cross County Clinical and Educational Services, Kendall Park. (I)
3. Request for a Spanish evaluation for speech and language therapy at a total cost of \$450.00 payable to Aida Pereira at Bilingual Speech Evaluations, Colts Neck. (D)
4. Request for a maximum of 10 hours of homebound instruction for a classified student to have the HSPA given to her at home at a total cost of \$51.00 per hour payable to Joseph Goscienski, a teacher at the high school. (I)
5. Request for a maximum of 10 hours of homebound instruction for a classified student to have the HSPA given to her at home at a total cost of \$51.00 per hour payable to MaryBeth Woolf, a teacher at the high school. (I)

6. Request to purchase 2 Audioshoes for a classified student at a total cost of \$90 payable to Phonak, Warrentville. (I)
7. Request to purchase a battery door replacement for a classified student at a total cost of \$450 payable to Center for Speech and Hearing Sciences, Inc., East Brunswick. (I)
8. Placement of a classified student at a residential placement, Bonnie Brae School, for the remainder of the 2008-2009 school year at a pro-rated cost of \$61,200.00. (P)
9. Home Instruction for 5 (five) students for the month of February. Reasons for this Home Instruction are: 1- Depression; 1-Pregnancy (Hyperemesis gravidium); 1- Administrative; 1-Appendectomy and 1-Surgery.

Special Education Items – Rationale Key

ND	New determination - special education eligibility for student within the district
NR	New registration - student with eligibility for special education services from another district/state
NS	New state agency placement – student with eligibility for special education services
T	Transfer of placement – district special education student
S	Transfer of placement – by State agency mandate/action
E	Evaluation criteria mandated by NJAC:6A Chapter 14
D	Diagnostic evaluation / consultation for IEP planning
I	IEP requirement
P	Program requirement specific to the placement or individual
M	Medically required accommodation or service
C	Placement and/or classification decisions impacted by court Mandate.
R	Placement and/or services resulting from resolution to mediation.

B. As of February 28, 2009, there were twenty-two (22) students on home instruction.

C. As of February 28, 2009, there were ninety-seven (97) students in out-of-district placements.

D. Average daily attendance for all schools for the month of February 2009 is:

Arleth	- 93%	Wilson	- 94%
Eisenhower	- 95%	SUES	- 94%
Selover	- 89%	MS	- 94%
Truman	- 95%	HS	- 94%

7 – CO-CURRICULUM

A. The Board of Education approved the following Sayreville Middle School activities:

1. On Friday, March 27, 2009, the Sayreville Middle School Class Act Committee will sponsor a 7th and 8th Grade dance from 6:30 PM to 9:30 PM in the cafegymatorium.
2. On Thursday, April 2, 2009 from 11:00 AM to 1:00 PM, the PTO will sponsor a limo ride and lunch at Friendlys for the winners of the fundraising contest. Fifteen to twenty students in Grades 6-8 will attend and two teachers will chaperone. All costs will be paid by the Middle School PTO.
3. On Tuesday, May 26, 2009 from 11:15 AM to 1:45 PM the PTO will sponsor 7th Grade Fun Day (rain date: May 28, 2009). The event will be held at Burke's Park.
4. On Monday, June 15, 2009 from 11:15 AM to 2:00 PM the PTO will sponsor the Annual 8th Grade Picnic (rain date: June 16, 2009). The event will be held at Burke's Park.

B. The Board of Education approved the attendance of the following at the MCPSA Student Recognition Banquet on Wednesday, May 6, 2009 at 7:00 PM at the Pines Manor, Edison. The cost of the dinner is \$55.00 per person.

Stephanie Pagano – Grade 12
Mr. & Mrs. Pagano
High School Administrator
District Administrator
Any two (2) Board Members who wish to attend

C. The Board of Education approved the Samsel Upper Elementary School to hold its Annual Spring Concert on Thursday, April 23, 2009 at 7:00 PM in the upper elementary school gymnasium.

D. The Board of Education approved the Arleth Elementary School to hold a Third-Grade Concert on May 20, 2009 from 7:30 PM to 8:30 PM in the gymnasium.

E. The Board of Education approved a Family Reading Night at the Eisenhower Elementary School on March 20, 2009.

F. The Board of Education approved the Samsel Upper Elementary School to hold a Science Fair on Thursday, May 28, 2009 at 7:00 PM in the auxiliary gym.

G. The Board of Education approved the following student-athletes, parents, school administrators and Board of Education Members to attend the G.M.C. Sportsmanship Award Luncheon on Wednesday, May 20, 2009 at the Pines Manor in Edison at 11:00 AM at a cost of \$45.00 per person.

Male and Female Sportsmanship Award Winners
 Parents of Award Winners
 Principal
 District Administrators
 Any Board of Education Member who wishes to attend
 Athletic Director

H. The Board of Education approved the attendance of the following to attend the G.M.C. Scholar Athlete Banquet to be held at the Pines Manor in Edison on Monday, June 1, 2009 at 6:30 PM at a cost of \$50.00 per person.

Male and Female Scholar Athletes
 Parents of Athletes
 Head Coaches of Athletes
 Principal
 District Administrators
 Any Board Member who wishes to attend
 Athletic Director

I. The Board of Education approved the attendance of the following to attend the G.M.C.W.C.A. Annual All-Star Presentation to be held at the East Brunswick Manor in East Brunswick on Thursday, April 23, 2009 at 6:30 PM at a cost of \$30.00 per person.

Athletes
 Parents of Athletes
 Coaches of Athletes

J. The Board of Education approved the following personnel for coaching assignments and salaries as indicated for school year 2008-09. All of the salaries are without prejudice of errors and/or omissions in the calculations.

<u>ASSIGNMENT</u>	<u>NAME</u>	<u>SALARY</u>
Spring Track Girls	Joseph Pastva	\$5,666*

*Maternity Leave replacement – prorated

K. Pursuant to N.J.A.C. 6:11-4.6, the Board of Education appointed the following individuals are coaching aides (unpaid) for school year 2008-08:

<u>NAME</u>	<u>ASSIGNMENT</u>
Daniel Poulsen	Baseball
Richard Bates	Golf
Meghan Daly	Spring Track
Jillian Nagy	Spring Track

L. The Board of Education approved the attendance of the following to attend the N.J.S.I.A.A. Scholar Athlete Banquet to be held at the Pines Manor in Edison, New Jersey, on Sunday, May 17, 2009 at 12 PM. The cost is \$45 per person

- Male and Female Scholar Athletes
- Parents of Athletes
- Head Coaches of Athletes
- Principal
- District Administrators
- Any Board Member who wishes to attend
- Athletic Director

8 – SUPPORT SERVICES

A. The Board of Education waived the transportation policy as outlined by the following parent(s):

<u>Name</u>	<u>School(s)</u>	<u>Reason</u>
Katherine Yu	SUES	Employment

B. The Board of Education approved the cancellation of the following route for school year 2008-09:

Contractor: Wehrle Bus Service, Inc.
 Rte/School: Q/MSLR/2 – Middle School Late Run
 Cost: \$16,200.00
 *Decrease: \$9,045.00 (\$135.00 per diem x 67 days)
 Adjusted Cost: \$7,155.00

*Contractor relinquished due to driver shortage.

C. The Board of Education approved the following field trips:

1. On Wednesday, March 18, 2009, thirteen students from the Sayreville High School Transition/PACE Program and five teachers to Academy Honda, Ruby Tuesday, and TGI Fridays in Old Bridge. Students will see the different job positions in a car dealership and will learn etiquette when attending a public place. One Board bus will be utilized at a cost of \$180.20 (salary \$173.89 – fuel \$6.31) to be paid by the Board of Education. Alternate date: Wednesday, March 25, 2009.
2. On Wednesday, March 18, 2009, fourteen members of SADD, one teacher, and four chaperones to Academy Honda in Old Bridge for drug and alcohol awareness training. One Board bus will be utilized in a four-way move at a cost of \$23.35 (salary \$18.80 – fuel \$4.55) to be paid by the Board of Education.

3. On Friday, March 20, 2009, twenty-three students from the Samsel Upper Elementary Transition Class, two teachers, and three paraprofessionals to the Pollak Theatre at Monmouth University. Trip will allow the students a chance to develop a multi-cultural experience as well as a chance to develop an understanding of the 5th grade CCCS for the Civil War. One Board bus will be utilized at a cost of \$210.29 (salary \$173.89 – fuel 36.40) to be paid by the Board of Education.
4. On Tuesday, March 31, 2009, fifteen students from the Samsel Upper Elementary Transition Class, two teachers, and three paraprofessionals to Frank's Pizza and Sayreville Public Library. Students will make and eat their own pizza before touring the library. One Board bus will be utilized at a cost of \$163.32 (salary \$161.37 – fuel \$1.95) to be paid by the Board of Education. Alternate date: Wednesday, April 1, 2009.
5. On Friday, April 3, 2009, ten members of the Sayreville High School Poetry Club and two teachers to East Brunswick High School to write poetry in workshops taught by published poets. One Board bus will be utilized in a four-way move at a cost of \$71.59 (salary \$58.59 – fuel \$13.00) to be paid by the Board of Education.
6. On Friday, April 3, 2009, five students from the Sayreville Middle School and one teacher to Eisenhower School to participate in a Character Education Project. One Board bus will be utilized at a cost of \$67.85 (salary \$62.65 – fuel \$5.20) to be paid by the Board of Education.
7. On Tuesday, April 21, 2009, five students from the Sayreville Middle School Technology class, two teachers, and one chaperone to NJ Department of Education in Trenton to attend NJDOE Kid Tech Day. One Board bus will be utilized at a cost of \$247.82 (salary \$195.82 – fuel \$52.00) to be paid by the Board of Education.
8. On Thursday, April 23, 2009, one hundred three students from the Sayreville High School Senior Class, eleven teachers, and one chaperone to Newark Airport for the Senior Class Trip. Four Board buses will be utilized at a cost of \$117.91 (salary \$89.31 – fuel \$28.60) per bus for a total cost of \$471.64 to be paid by students.
9. On Monday, April 27, 2009, four Board buses will be utilized to return students and teachers from Newark Airport to the Sayreville High School at a cost of \$117.91 (salary \$89.31 – fuel \$28.60) per bus for a total cost of \$471.64 to be paid by the students.
10. On Saturday, May 2, 2009, twenty-five members of the Japanese Language and Culture Club and three teachers from the Sayreville High School to Brooklyn Botanic Garden to attend the Japanese Cherry

Blossom Festival. One Board bus will be utilized at a cost of \$491.36 (salary \$421.36 – fuel/tolls \$50.00 – parking \$20.00) to be paid by the students.

11. On Thursday, May 7, 2009, forty members of the Sayreville High School Student Council and two teachers to Six Flags Great Adventure in Jackson to attend Student Council Spring Awards Ceremony. One Board bus will be utilized in a four-way move at a cost of \$204.37 (salary \$131.57 – fuel \$72.80) to be paid by the Board of Education.
12. On Thursday, May 7, 2009, fifty members of the Sayreville High School FBLA and Co-op Club, two teachers, and one chaperone to Six Flags Great Adventure in Jackson to attend Business and_Marketing Education Day. One Board bus will be utilized in a four-way move at a cost of \$204.37 (salary \$131.57 – fuel \$72.80) to be paid by Perkins Grant.
13. On Tuesday, May 12, 2009, twenty-two students from the Sayreville Middle School Achievement Program and Mentor Group and five teachers to Custom Alloy and Blueprints for Breakthroughs in High Bridge. The trip to Custom Alloy's ropes course will be a part of the Adventure Based Counseling Curriculum started in September 2008. One bus will be contracted from *Unlimited Autos at a cost of \$347.50 to be paid by the Board of Education. Alternate date: Friday, May 15, 2009.

*Only quote.

14. On Thursday, May 21, 2009, forty members of the Sayreville High School International Society and two teachers to Six Flags Great Adventure in Jackson to attend Multi-Cultural Day. One Board bus will be utilized in a four-way move at a cost of \$204.37 (salary \$131.57 – fuel \$72.80) to be paid by the students.
15. On Friday, May 29, 2009, thirty-nine students from the Sayreville High School Spanish class and four teachers to The Cloisters Museum in New York City to enrich the students on Medieval Architecture. One Board bus will be utilized at a cost of \$257.94 (salary \$192.69 – fuel/tolls \$65.25) to be paid by the Board of Education.
16. On Saturday, May 30, 2009, forty-five members of the Sayreville Middle School Step Club and two teachers to East Brunswick Vocational School to perform at the Middlesex County Pride Fair. One Board bus will be utilized at a cost of \$128.34 (salary \$119.04 – fuel \$9.30) to be paid by the Board of Education.

17. On Wednesday, July 1, 2009, one hundred ten members of Camp Willabee, twelve teachers, and one chaperone to Chuck E. Cheese in Edison to celebrate living life drug free. Three Board buses will be utilized in a four-way move at a cost of \$98.80 (salary \$78.00 – fuel \$20.80) per bus for a total cost of \$296.40 to be paid by Sayreville Alliance for Family Education. Buses will depart Sayreville Police Headquarters.

D. The Board of Education approved the use of one Board bus on Friday, April 24, 2009 for the College/Continuing Education Fair at the Sayreville High School. The bus will shuttle college representatives between Kennedy Park and Sayreville High School at an approximate cost of \$85.00 to be paid by the Board of Education.