

POLICY

NUTLEY BOARD OF EDUCATION PROGRAM

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Highly Qualified Teachers

2415.03 HIGHLY QUALIFIED TEACHERS

The No Child Left Behind Act (NCLB) requires all teachers be or become highly qualified in the core academic content area(s) they teach in accordance with the United States Department of Education and the New Jersey Department of Education highly qualified teacher requirements.

Teachers who have achieved highly qualified status retain highly qualified status permanently for the teaching assignment designated on the approved highly qualified teacher forms. No teacher providing direct instruction in core content areas is grandfathered or exempt from this process.

The district shall maintain the appropriate highly qualified documentation for all teachers who provide direct instruction in core content areas. When a teacher changes teaching assignments, which requires different content expertise, additional highly qualified teacher forms must be completed and kept on file within the district. Highly qualified teacher documentation should be completed for all new teachers and for those with new teaching assignments at the beginning of each school year.

When a teacher obtains employment in a new school district, the new district must contact the previous place of employment to have the teacher's official highly qualified teacher forms sent to the new district. A teacher hired from another State must hold New Jersey certification and must meet New Jersey's highly qualified teacher requirements. Out-of-State teachers may provide documentation to support their highly qualified teacher status from the previous State in which they taught.

All Title I schools must send out a Right-to-Know letter in the beginning of every school year informing parent(s) or legal guardian(s) that they have the right to know the qualifications of their child's teacher. The letter should be sent by all Title I and non-Title I districts. In addition, in all Title I schools, the parent(s) or legal guardian(s) of pupils whose teacher is not yet highly qualified must be notified. Copies of these letters must be kept on file in the school.

No Child Left Behind Act of 2001, §1119

Adopted: 03 May 2004

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Bilingual and ESL Education

2423 BILINGUAL AND ESL EDUCATION

The Board of Education will provide programs of bilingual education, English as a second language (ESL), and English language services for pupils of Limited English Proficiency (LEP) as required by law and rules of the State Board of Education. Pupils of LEP are those pupils whose native language is other than English and who have sufficient difficulty speaking, reading, writing, or understanding the English language as measured by an English language proficiency test, so as to be denied the opportunity to learn successfully in the classrooms where the language of instruction is English.

Identification of LEP Pupils

The Board will conduct of a screening process to determine the native language of each pupil at the time of enrollment in the school district. A census shall be maintained of all pupils whose native language is other than English. The English language proficiency of each pupil whose native language is not English shall be determined by a screening process that includes the administration of a New Jersey Department of Education approved English language proficiency test, an assessment of the pupil's level of reading in English, a review of the pupil's previous academic performance, results of standardized tests in English, and a review of the input of teaching staff members responsible for the educational program of the limited English proficient pupils.

Program Implementation

The district shall provide the following programs:

1. An English language services program whenever there are one or more, but fewer than ten LEP pupils enrolled within the schools of the district. English language services shall be in addition to the regular school program;

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2. An ESL program whenever there are ten or more LEP pupils enrolled within the schools of the district; and
3. A bilingual program whenever there are twenty or more LEP pupils in any one language classification. Where the age range, grade span, and/or geographical location of eligible pupils makes a full-time bilingual program impractical, the Board may offer an instructional program alternative, provided that program has been approved or a waiver for the alternative program has been requested and approval has been granted by the Department of Education. The Board may establish a program in bilingual education for any language classification with fewer than twenty pupils.

All teachers in these programs shall be appropriately certified in accordance with the requirements as outlined in N.J.A.C. 6A:15-1.9. Every pupil participating in a bilingual, ESL, or English language services program shall be entitled to continue such participation for a period of three years.

Bilingual, ESL, and English Language Services Program Enrollment, Assessment, Exit, and Re-entry

Pupils enrolled in a bilingual, ESL, or English languages services program shall be assessed annually with a New Jersey Department of Education approved English language proficiency test to determine their progress in achieving English language proficiency goals and readiness for exiting the program. LEP pupils enrolled in a bilingual, ESL, or English language services program shall be placed in a monolingual English Program when they have demonstrated readiness to function successfully in the English-only program. This process shall be initiated by the pupil's level of English proficiency as measured by a New Jersey Department of Education established standard on an English language proficiency test, and the readiness of the pupil shall be further assessed on the basis of multiple indicators which shall, at a minimum, include classroom performance, the pupil's reading level in English, the judgment of the teaching staff member or members responsible for the education program of the pupil, and performance on achievement tests in English.

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In accordance with provisions of N.J.S.A. 18A:35-22.1, a parent(s) or legal guardian(s) may remove a pupil who is enrolled in a bilingual education program at any time; except that during the first three years of a pupil's participation in a bilingual education program, parent(s) or legal guardian(s) may only remove the pupil at the end of each school year. If during the first three years of a pupil's participation in a bilingual education program, a parent(s) or legal guardian(s) wishes to remove the pupil prior to the end of each school year, the removal must be approved by the Executive County Superintendent of Schools. The parent(s) or legal guardian(s) may appeal the Executive County Superintendent's decision to the Commissioner of Education.

Newly exited pupils who are not progressing in the mainstream English program may be considered for re-entry to bilingual and ESL programs in accordance with the provisions of N.J.A.C. 6A:15-1.10(e)1 through (e)5.

When the exit review process is completed, the pupil's parent(s) or legal guardian(s) shall be informed by mail of the placement determination. A parent(s) or legal guardian(s), or teaching staff member who disagrees with the proposed placement may appeal the decision in writing to the Principal, who will provide a written explanation for the decision within 10 working days. The Principal will copy the Superintendent on all correspondence. The complainant may appeal this decision in writing to the Board. The Board will review the appeal and respond in writing within forty-five calendar days. A complainant not satisfied with the Board's explanation may appeal to the Commissioner of Education.

Parental Involvement

The parent(s) or legal guardian(s) of a pupil of limited English proficiency will be notified, in accordance with the provisions of N.J.A.C. 6A:15-1.13-that their child has been identified as eligible for enrollment in a bilingual, ESL or English language services program. Notice shall be in writing, in the language of which the child of the parents so notified possesses a primary speaking ability, and in English. The notice must also include the information that the parents have the option of declining enrollment if they so chose.

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Parent(s) or legal guardian(s) shall receive progress reports in the same manner and frequency as those sent to parents or legal guardians of other pupils.

Parent(s) or legal guardian(s) of pupils of limited English proficiency will be offered opportunities for involvement in the development and review of program objectives. An advisory committee on bilingual education shall be formed with the majority being parent(s) or legal guardian(s) of pupils of limited English proficiency.

Graduation

Pupils of limited English proficiency will qualify for graduation from high school in accordance with N.J.A.C. 6A:8-5.1(a) and Policy No. 5460.

Program Plan

The Superintendent shall prepare and submit a plan for a bilingual ESL, or English language services program every three years to the Board and the New Jersey Department of Education for approval in accordance with the provisions of N.J.A.C. 6A:15-1.6.

N.J.S.A. 18A:35-15 through 18A:35-25
N.J.A.C. 6A:15-1.1 et seq.

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R 2423 BILINGUAL AND ESL EDUCATION

A. Definitions

1. "Bilingual education program" means a full-time program of instruction in all those courses or subjects which a child is required by law or rule to receive, given in the native language of the limited English proficient pupils enrolled in the program and also in English; in the aural comprehension, speaking, reading, and writing of the native language of the limited English proficient pupils enrolled in the programs, in the aural comprehension, speaking, reading, and writing of English; and in the history and culture of the country, territory, or geographic area which is the native land of the parents of limited English proficient pupils enrolled in the program, and in the history and culture of the United States. All pupils in bilingual education programs receive English as a second language instruction.
2. "Bilingual part-time component" means a program alternative in which pupils are assigned to mainstream English program classes, but are scheduled daily for their developmental reading and mathematics instruction with a certified bilingual teacher.
3. "Bilingual resource program" means a program alternative in which pupils receive daily instruction from a certified bilingual teacher in identified subjects and with specific assignments on an individual pupil basis.
4. "Bilingual tutorial program" means a program alternative in which pupils are provided one period of instruction from a certified bilingual teacher in a content area required for graduation and a second period of tutoring in other required content areas.

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5. "Dual language bilingual education program" means a full-time program of instruction in elementary and secondary schools which provide structured English language instruction and instruction in a second language in all content areas for LEP pupils and for native English speaking pupils enrolled in the program.
6. "Educational needs" means the particular educational requirements of pupils of limited English proficiency, the fulfillment of which will provide them with equal educational opportunities.
7. "English as a second language (ESL) program" means a daily developmental second language program of up to two periods of instruction based on pupil language proficiency which teaches aural comprehension, speaking, reading, and writing in English using second language teaching techniques, and incorporates the cultural aspects of the pupil's experiences in their ESL instruction. A period is the time allocated in the school schedule for instruction in core subjects.
8. "English language fluency" means the ability to speak the language with sufficient structural accuracy; use vocabulary to participate effectively in most formal and informal conversations on practical, social, and school topics; read material for information; and complete forms and write essays and reports on familiar topics. Language fluency is not the same as language proficiency, which is the full command of language skills.
9. "English language proficiency test" means a test which measures English language skills in the areas of aural comprehension, speaking, reading, and writing.
10. "English language services" means services designed to improve the English language skills of pupils of limited English proficiency. These services, provided in school districts with less than ten pupils of limited English proficiency, are in addition to the regular school program and have as their goal the development of aural comprehension, speaking, reading, and writing skills in English.

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11. "ESL standards for Pre-Kindergarten through grade twelve pupils" means the WIDA English Language Proficiency Standards for English Language Learners in Pre-Kindergarten through Grade Twelve, 2007 edition, developed by the World-Class Instructional Design and Assessment (WIDA) Consortium. These are the standards and language competencies limited English proficient pupils in Pre-Kindergarten programs and elementary and secondary schools need to become fully proficient in English and to have unrestricted access to grade-appropriate instruction in challenging academic subjects.
12. "Exit criteria" means the criteria which must be applied before a pupil may be exited from a bilingual, ESL, or English language services education program.
13. "High-intensity ESL program" means a program alternative in which pupils receive two or more class periods a day of ESL instruction. One period is the standard ESL class and the other period is a tutorial or ESL reading class.
14. "Instructional program alternative" means a part-time program of instruction that may be established by a Board of Education in consultation with and approval of the New Jersey Department of Education. All pupils in an instructional program alternative receive English as a second language.
14. "Limited English proficient (LEP) pupils" means pupils from Pre-Kindergarten through grade twelve whose native language is other than English and who have sufficient difficulty speaking, reading, writing, or understanding the English language as measured by an English language proficiency test, so as to be denied the opportunity to learn successfully in the classrooms where the language of instruction is English. This term means the same as limited English speaking ability, the term used in N.J.S.A. 18A:35-14 to 26.
16. "Native language" means the language first acquired by the pupil, the language most often spoken by the pupil, or the language most often spoken in the pupil's home, regardless of the language spoken by the pupil.

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17. "Parent(s)" means the natural parent(s) or the legal guardian(s), foster parent(s), surrogate parent(s), or person acting in the place of a parent with whom the pupil legally resides. Where parents are separated or divorced, parent means the person(s) who has legal custody of the pupil, provided such parental rights have not been terminated by a court of appropriate jurisdiction.
18. "Review process" is the process established by the Board of Education to assess limited English proficient pupils for exit from a bilingual, ESL, or English language services program.
19. "Sheltered English instruction" is an instructional approach used to make academic instruction in English understandable to LEP pupils. Sheltered English classes are taught by regular classroom teachers who have received training on strategies to make subject area content comprehensible for LEP pupils.

B. Identification of Eligible Limited English Proficient (LEP) Pupils

1. The ESL Coordinator will determine the native language of each LEP pupil at the time of enrollment of the pupil in the school district. The ESL Coordinator will:
 - a. Maintain a census indicating all pupils identified whose native language is other than English; and
 - b. Report annually to the New Jersey Department of Education as part of the Fall LEP Enrollment Summary, the number of all LEP pupils whose native language is other than English and, of that group, the number who are LEP pupils.
2. The Board approved screening process, initiated by a home language survey, shall determine which pupils in Kindergarten to grade twelve, of those whose native language is other than English, must be tested to determine English language proficiency. The screening shall be conducted by a bilingual/ESL or other certified teacher and shall be designed to distinguish those pupils that are proficient English speakers and need no further testing

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3. The district shall determine the English language proficiency of all Kindergarten to grade twelve pupils, who are not screened out, whose native language is other than English by the administration of a Department of Education approved English language proficiency test; assessing the level of reading in English, reviewing the previous academic performance of pupils as well as standardized tests in English and reviewing the input of teaching staff members responsible for the educational program for the limited English proficient pupils. Pupils who do not meet the New Jersey Department of Education standard on a Department-approved language proficiency test and who have at least one other indicator, are pupils of limited English proficiency. The district shall also use age-appropriate assessment methodologies to identify limited English proficient preschool pupils in order to determine their individual language development needs.

C. Bilingual Programs for Limited English Proficient Pupils

1. All Kindergarten through twelfth grade LEP pupils enrolled in the district will receive required courses and support services outlined in a. through g. below to prepare LEP pupils to meet the Core Curriculum Content Standards for high school graduation. This may include tutoring, after-school programs, summer programs, and remedial services as needed by LEP pupils. The district shall also provide appropriate instructional programs to eligible preschool LEP pupils based on need according to the New Jersey Preschool Teaching and Learning Expectations: Standards of Quality (2004). These standards are guidelines for good practice and are intended for districts that provide preschool programs.
 - a. English language services designed to improve English language proficiency of LEP pupils whenever there are one or more, but fewer than ten LEP pupils enrolled within the schools of the district. English language services shall be in addition to the regular school program.

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- b. An ESL program that provides up to two periods of ESL instruction based on pupil language proficiency whenever there are ten or more LEP pupils enrolled within the schools of the district.
 - (1) The ESL curriculum that addresses the WIDA English Language Proficiency Standards as amended and supplemented shall be developed and adopted by the Board to address the instructional needs of LEP pupils.
 - (2) The ESL curriculum will be cross referenced to the district's bilingual education and content area curricula to ensure that ESL instruction is correlated to all the content areas being taught.
- c. A bilingual education program will be established whenever there are twenty or more limited English proficient pupils in any one language classification enrolled in the district pursuant to N.J.S.A. 18A:35-18. The bilingual education program shall:
 - (1) Be designed to prepare LEP pupils to acquire sufficient English skills and content knowledge to meet the Core Curriculum Content Standards. All LEP pupils participating in the bilingual program will also receive ESL instruction; and
 - (2) Include a bilingual program curriculum that addresses the Core Curriculum Content Standards, the WIDA English Language Proficiency Standards and the use of two languages. The bilingual education curriculum shall be adopted by the Board; and

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- (3) Include a full range of required courses and activities offered on the same basis and under the same rules that apply to all pupils within the district.
- d. LEP pupils will be provided equitable instructional opportunities to participate in all non-academic courses necessary to meet the Core Curriculum Standards, including comprehensive health and physical education, the visual and performing arts and career awareness programs. These instructional opportunities shall be designed to assist LEP pupils to fully comprehend all subject matter and demonstrate their mastery of the content matter.
- e. The district shall offer sufficient courses and other relevant supplemental instructional opportunities in grades nine through twelve to enable LEP pupils to meet the Core Curriculum Content Standards for graduation. When sufficient numbers of pupils are not available to form a bilingual class in a subject area, plans shall be developed in consultation with and approved by the New Jersey Department of Education to meet the needs of the pupils.
- f. Additional programs and services shall be designed to meet the special needs of eligible LEP pupils and will include, but not be limited to; remedial instruction through Title I programs; special education; school-to-work programs; computer training; and gifted and talented education services.
- g. The Board may establish dual language bilingual education programs in the schools and may make provisions for the coordination of instruction and services with the district's World Languages program. This program, if established by the Board, shall also enroll pupils whose primary language is English and shall be designed to help pupils achieve proficiency in English and in a second language, while mastering subject matter skills. Instruction shall to the extent necessary, be in all courses or subjects of study allowing pupils to meet all grade promotion and graduation standards. Where possible, these classes will be comprised of approximately equal numbers of pupils of limited English proficiency and of pupils whose native language is English.

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2. The Board may establish a program in bilingual education for any language classification with fewer than twenty pupils.

D. Waiver Process

The school district may request a waiver from establishing a bilingual education program, pursuant to N.J.S.A. 18A:35-18, to establish an instructional program alternative on an annual basis with the approval of the Department of Education when there are twenty or more pupils eligible for the bilingual education program in Kindergarten through grade twelve, and the district is able to demonstrate that due to age range, grade span, and/or geographic location of eligible pupils, it would be impractical to provide a full-time bilingual program.

1. Any instructional program alternatives shall be developed in consultation with and approved annually by the Department of Education after review of pupil enrollment and achievement data. All bilingual instructional program alternatives shall be designed to assist LEP pupils to develop sufficient English skills and subject matter skills to meet the Core Curriculum Content Standards.
2. The instructional program alternatives to be established shall include, but are not limited to: bilingual part-time component, bilingual resource program, bilingual tutorial program, sheltered English instruction program, and high-intensity ESL program.
3. In the event the district implements program alternatives, the district shall annually submit pupil enrollment and achievement data that demonstrate the continued need for these programs.

E. Department of Education Approval of Bilingual, ESL, or English Language Services Programs

1. The school district's bilingual, ESL, or English language services program plans shall be submitted to the New Jersey Department of Education every three years for approval. The plans will include the following information:

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- a. Identification of pupils;
 - b. Program description;
 - c. Number of certified staff hired for the program;
 - d. Bilingual and ESL curriculum development;
 - e. Evaluation design;
 - f. Review process for exit; and
 - g. A budget for bilingual and ESL programs and/or English language services programs. The budget must indicate how the bilingual categorical aid funds are directly related to the bilingual/ESL program instructional services and materials.
2. The district shall annually submit data on the number of LEP pupils served, exit data for the LEP pupils enrolled in the district, and data on the number of immigrant pupils enrolled in the district.
 3. The district's bilingual/ESL programs will be monitored and evaluated by the New Jersey Department of Education.

F. Supportive Services

Pupils enrolled in bilingual, ESL, or English language services programs shall have full access to educational services available to other pupils in the district. To the extent that it is administratively feasible supportive services to LEP pupils, such as counseling, tutoring, and career guidance, should be provided by bilingual personnel who are familiar with and knowledgeable of the unique needs and background of LEP pupils and their parents.

G. In-service Training

1. In-service training will be provided for bilingual, ESL, and mainstream teachers based on their needs and to include instructional strategies to help LEP pupils meet the Core Curriculum Content Standards and the WIDA English Language Proficiency Standard. All ESL and bilingual teachers will receive training in the use of the ESL curriculum.

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2. The Professional Development Plan of the district all include the needs of bilingual and ESL teachers that shall be addressed through in-service training.

H. Certification of Staff

All teachers in these programs will hold the following certifications:

1. Bilingual Classes - a valid New Jersey instructional certificate with an endorsement for the appropriate grade level and/or content area, as well as an endorsement in bilingual education.
2. ESL Classes - a valid New Jersey instructional certificate in English as a second language.
3. English Language Services - a valid New Jersey instructional certificate.

I. Bilingual, ESL, and English Language Services Program Enrollment, Assessment, Exit and Re-entry

1. All LEP pupils from Kindergarten through twelfth grade shall be enrolled in the bilingual, ESL, or English language services program.
2. Pupils enrolled in a bilingual, ESL, or English language services program shall be assessed annually with a Department of Education approved English language proficiency test to determine their progress in achieving English language proficiency goals and readiness for exiting the program.
3. LEP pupils enrolled in one of these programs shall be placed in a monolingual English program when they have demonstrated readiness to function successfully in an English only program. This process shall be initiated by the pupil's level of English proficiency as measured by a Department of Education established standard on an English language proficiency test, and the readiness

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of the pupil shall be further assessed on the basis of multiple indicators which shall at a minimum, include classroom performance, the pupil's reading level in English, the judgment of the teaching staff member or members responsible for the educational program of the pupil, and performance on achievement tests in English according to P.L. 1991, c.12.

4. A parent(s) or legal guardian(s) may remove a pupil who is enrolled in a bilingual education program pursuant to provisions in N.J.S.A. 18A:35-22.1.
5. Pupils enrolled in a bilingual, ESL, or English language services programs shall be assessed annually to determine their progress in achieving English language proficiency goals and readiness for exiting the program.
6. Newly exited pupils who are not progressing in the mainstream English program may be considered for reentry to bilingual and ESL programs as follows:
 - a. After a minimum of one-half of an academic year and within two years of exit, the mainstream English classroom teacher, with the approval of the Building Principal, may recommend retesting.
 - b. A waiver of the minimum time limitation may be approved by the Executive County Superintendent upon request of the Superintendent if the pupil is experiencing extreme difficulty in adjusting to the mainstream program.
 - c. The recommendation for retesting will be based on the teacher's judgment that the pupil is experiencing difficulties due to problems in using English as evidenced by the pupil's inability to: communicate effectively with peers and adults; understand directions given by the teacher; and/or comprehend basic verbal and written materials.
 - d. The pupil shall be tested using a different form of the test or a different language proficiency test than the one used to exit the pupils.

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- e. If the pupil scores below the State established standard on the language proficiency test, the pupil shall be re-enrolled into the bilingual or ESL program.
- 7. When the review process for exiting a pupil from a bilingual, ESL, or English language services program has been completed, the pupil's parent(s) or legal guardian(s) shall be informed by mail of the determination of placement. If the parent(s), legal guardian(s) or teaching staff member disagrees with the placement, he/she may appeal the decision in writing to the Principal, who will provide a written explanation for the decision within 10 working days. The Principal will copy the Superintendent on all correspondence. The complainant may appeal this decision in writing to the Board. The Board will review the appeal and respond in writing within forty-five calendar days. Upon exhausting an appeal to the Board, the complainant may appeal to the Commissioner of Education pursuant to N.J.S.A. 18A:6-9 and N.J.A.C. 6A:3.
- J. Graduation Requirements for Limited English Proficient Pupils

All LEP pupils must satisfy requirements for high school graduation according to N.J.A.C. 6A:8-5.1(a)
- K. Location of Programs

All bilingual, ESL, and English language services programs shall be conducted within classrooms approved by the Executive County Superintendent of Schools within the regular school buildings of the district per N.J.S.A. 18A:35-20.
- L. Notification to Parents/Legal Guardians
 - 1. The district will notify the parent(s) or legal guardian(s) of the LEP pupil by mail that their child has been identified as eligible for enrollment in a bilingual, ESL, or English language services program.
 - a. The notice will inform the parent(s) or legal guardian(s) they have the option of declining enrollment if they choose by providing notice to the district no later than ten days after receiving the eligibility notice.

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- b. The notice shall be in writing and in the language of which the child of the parent(s) or legal guardian(s) so notified possesses a primary speaking ability, and in English.
 - c. Whenever the district determines, on the basis of a pupil's level of English proficiency, that a pupil should exit from a program of bilingual education, the district shall notify the parent(s) or legal guardian(s) of the pupil by mail.
- 2. The parent(s) or legal guardian(s) of pupils enrolled in a bilingual, ESL, or English language services program shall receive progress reports in the same manner and frequency as progress reports are sent to parent(s) and legal guardian(s) of other pupils enrolled in the school district.
- 3. Progress reports shall be written in English and in the native language of the parent(s) or legal guardian(s) of pupils enrolled in the bilingual or ESL program unless it can be demonstrated and documented in the three-year plan that this requirement would place an unreasonable burden on the district.
- 4. The district shall notify the parent(s) or legal guardian(s) when pupils meet the exit criteria and are placed in a monolingual English program. The notice shall be in English and in the language in which the parent(s) or legal guardian(s) possesses a primary speaking ability.

M. Joint Programs

The school district may join with any other school districts, with the approval of the Executive County Superintendent of Schools, on a case-by-case basis to provide bilingual, ESL, or English language services program.

N. Parental Involvement

- 1. The Superintendent will provide for maximum practicable involvement of parent(s) or legal guardian(s) of LEP pupils in the development and review of program objectives and dissemination of information to and from the Boards of Education and communities

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served by the bilingual, ESL, or English language services education program.

2. A district that implements a bilingual education program shall establish a parent advisory committee on bilingual education on which the majority will be parents or legal guardians of pupils of limited English proficiency.

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Live Animals in School

2560 LIVE ANIMALS IN SCHOOL

The Board of Education recognizes the appropriate use of live animals as instructional resources can enrich the educational program. The observation and nurture of live animals can help children learn specific biological and behavioral principles and gain respect for all living things.

A staff member who uses live animals shall observe proper precautions for the safety of pupils and the animals. The Principal or designee must approve a live animal being brought into the school building and the use of any animal in a course of instruction or the establishment of an animal habitat in a classroom.

Any animal used in school must have been lawfully acquired in accordance with applicable State law and local ordinance. An animal susceptible to rabies must have been vaccinated against rabies and proof of such vaccination must be included with the request to bring a live animal into the school submitted to the Principal or designee before a live animal is brought onto school grounds or into a school building. No animal shall be permitted in any area of the school where a pupil who is allergic to the animal might be exposed to the animal.

A teacher or other qualified adult must assume primary responsibility for the animal, its nourishment, and its sanitary living conditions. The staff member in charge must make proper arrangements for the animal's care and feeding over weekends, holidays, and school vacation periods.

No experiment that deprives a living animal of nourishment or exposes the animal to harm shall be conducted

A pupil in Kindergarten through grade twelve may refuse to dissect, vivisection, incubate, capture, or otherwise harm or destroy animals or any parts thereof as part of a course of instruction. In the event the school program will require any such activities, the school will notify the pupil and parent(s) or legal guardian(s) at the beginning of each school year of the right to decline participation in such activities. Within two weeks of the receipt of the notice

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from the school, the parent(s) or legal guardian(s) shall notify the school if the right to decline participation in such activities will be exercised. Any pupil who chooses to refrain from participation in or observation of such activities shall be offered an alternative education project for the purpose of providing the pupil with the factual knowledge, information, or experience required by the course of study. A pupil may refuse to participate in an alternative education project, which involves or necessitates any harmful use of an animal or animal part(s). A pupil shall not be discriminated against, in grading or in any other manner, based upon a decision to exercise the rights afforded pursuant to this act.

N.J.S.A. 18A:35-4.25

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R 2560 LIVE ANIMALS IN SCHOOL

A. Standards for Use

1. A teacher or other qualified adult supervisor must assume primary responsibility for the purposes and conditions of any study, activity, or performance that involves live animals in school.
2. Each study involving live animals will have as a clearly defined objective the teaching of some biological principle(s).
3. All animals used must be lawfully acquired in accordance with State and local laws, be healthy and free from transmissible diseases, and must have been vaccinated against rabies if susceptible. Proof of vaccination must be provided to the Principal or designee before the live animal is brought into the school building.
4. Animals may be handled only by the responsible adult supervisor and the pupil(s) directly involved in the study or performance.
5. Animals must be properly fed and provided with sanitary cage quarters.
6. When animals are kept on school grounds or in a school building over vacation periods, adequate housing must be provided and a qualified caretaker must be assigned the specific duties of care and feeding.
7. Teachers of pupils pursuing investigations at other than regular class periods while in school as part of a school assignment or project (such as a school science fair) will be bound by these regulations.

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8. The Principal or designee must approve a live animal being brought into the school building and the use of any animal in a course of instruction or the establishment of an animal habitat in a classroom.
9. The Principal or designee will make a determination that no pupil in a class where the animal will be housed is allergic to the animal and would suffer an adverse reaction to the animal. The Principal or designee should also attempt to determine, if any other pupil in the school building could suffer an adverse reaction. If the Principal or designee determines that there is a pupil(s) who would suffer an adverse reaction, the Principal or designee shall deny approval to have the animal in the school.

B. Injury to Persons

The following steps will be followed in the event a pupil, staff member, or visitor to school is bitten or scratched by an animal in school. The teaching staff member or adult supervisor in charge will:

1. Take immediate and prudent steps to prevent further injury;
2. Follow Regulation No. 8441 for The Care of Injured and Ill Persons; and
3. Capture and impound the animal, pending a determination of the Board of Health regarding any further action.

Adopted: 03 May 2004
Revised:

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3126 INDUCTION PROGRAM FOR PROVISIONAL TEACHERS

The Board of Education may employ a holder of a certificate of eligibility (CE) or certificate of eligibility with advanced standing (CEAS) after its mentoring plan has been approved pursuant to N.J.A.C. 6A:9-8.4.

The State-approved district training program shall provide essential knowledge and skills through training that includes on-going mentoring, observations and evaluations, formal instruction in professional education aligned with the Professional Standards for Teachers, and other provisions as outlined in N.J.A.C. 6A:9-8.3(b). The training may be provided by the school district or consortia of districts in conjunction with a college or university in accordance with N.J.A.C. 6A:9-8.4(c). The district or consortium shall submit a written plan for the department's approval. In the event that joint sponsorship with a college or university cannot be achieved, the department may authorize the district or consortium to provide the formal instruction independently or in joint sponsorship with a non-collegiate entity. The district or consortium's written plan shall include documentation of its efforts to secure college or university participation. In the event the district is unable to provide formal instruction to provisional teachers in their employ, the district may provide access to formal instruction through a network of Department of Education authorized providers.

The district's local mentor plan shall be in accordance with the requirements as outlined in N.J.A.C. 6A:9-8.4. All novice teachers are required to participate in a mentoring program that takes place over a period of thirty weeks for provisional teachers holding a CEAS and thirty-four weeks for provisional teachers holding a CE. Provisional teachers shall participate for a proportionally longer period of time if in a part-time teaching position. The mentoring program shall be implemented by the mentor teacher, supervised by the school Principal, and conducted within the parameters of a school district's local mentor plan and the requirements of N.J.A.C. 6A:9-8.3. In the event that no State funds are available to pay the costs of mentoring fees, candidates who are required to complete a provisional year of teaching in order to obtain standard certification shall be responsible for payment of mentoring fees during the provisional year.

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A local Professional Development Committee shall be established pursuant to N.J.A.C. 6A:9-15.3(d) and this Committee shall develop a local mentor plan that includes the requirements as outlined in N.J.A.C. 6A:9-8.4(c). The Professional Development Committee shall submit the local mentor plan to the Board of Education for initial approval. The Professional Development Committee shall submit the addendum for the twenty-day clinical experience pursuant to N.J.A.C. 6A:9-8.3(b)1 to the Board of Education for initial approval and to the Executive County Superintendent for final approval. After plan review, the Board shall submit the plan to the Executive County Superintendent for final review and approval. The Executive County Superintendent shall notify the Department of Education of plan approval. Every three years, the district's mentor plan shall be revised and re-submitted to the Executive County Superintendent based on program evaluation.

The Board of Education shall be responsible for the implementation of the local mentor plan and the district shall submit a report on the effectiveness of the local mentor plan to the Department on an annual basis. The report, using data collected on a Department of Education developed form, shall include program impact on job satisfaction, adequacy of time and training, and recommended program changes and additions. The district shall align the mentor plan with the Professional Standards for Teachers.

The Board of Education shall be responsible to budget any State funds appropriated for the novice teacher mentoring program. The Board shall ensure that State funds appropriated for this program shall supplement, and not supplant, any Federal, State or local funds already devoted to planning and implementing a novice teacher mentor program. The Board of Education shall ensure that State funds shall be used for stipends for mentor teachers, the costs associated with release time, substitutes for mentor teachers and novice teachers, and/or professional development and training activities related to the program.

An appropriately certified Building Principal or administrative designee authorized to supervise instructional staff shall observe and evaluate the provisional teacher three times during the first year of mentoring for purposes of certification. All performance evaluations shall be aligned with the Professional Standards for Teachers as defined in N.J.A.C. 6A:9-3.3 and reported on State-developed forms. Performance evaluations for career and technical education teachers shall also include career and technical education knowledge and skills. Evaluations shall be completed in accordance with the requirements of N.J.A.C. 6A:9-8.6 et seq. Mentor teachers shall not assess or evaluate the performance of

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provisional teachers. Interactions between provisional teachers and experienced mentor teachers are formative in nature and considered a matter of professional privilege. Mentor teachers shall not be compelled to offer testimony on the performance of provisional teachers.

Within thirty days after the conclusion of the State-approved district training program, the Principal shall submit the final evaluation directly to the Secretary of the New Jersey State Board of Examiners that shall contain a recommendation regarding standard certification for each provisional teacher. The final evaluation for each provisional teacher shall include a recommendation of approved, insufficient, or disapproved. Candidates who receive a recommendation of "disapproved" or two recommendations of "insufficient" may petition the Board of Examiners for approval of additional opportunities to seek provisional employment in districts other than those in which they received unfavorable recommendations pursuant to N.J.A.C. 6A:9-17.18.

N.J.S.A. 18A:26-2; 18A:26-2a

N.J.A.C. 6A:9-8.3; 6A:9-8.4; 6A:9-8.6; 6A:9-8.7

Adopted: 03 May 2004

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R 3126 INDUCTION PROGRAM FOR PROVISIONAL TEACHERS

The Board of Education is authorized to employ a holder of a certificate of eligibility (CE) or certificate of eligibility with advanced standing (CEAS) after its mentoring plan has been approved pursuant to N.J.A.C. 6A:9-8.4.

A. Definitions

1. "Certificate of Eligibility or CE" means a credential with lifetime validity issued to persons who have completed degree, academic study, and applicable test requirements for certification. The CE permits the applicant to seek and accept employment in positions requiring certification.
2. "Certificate of Eligibility with Advanced Standing or (CEAS)" means a credential with a lifetime validity issued to persons who have completed degree, academic study, applicable test requirements, and traditional professional preparation programs for certification. The CEAS permits the applicant to seek and accept employment in positions requiring certification.
3. "Mentor teacher" means a New Jersey certified experienced teacher who is assigned to provide support and guidance to a novice teacher.
4. "Novice teacher" means any full-time or part-time teacher who has not completed one year of full-time teaching under a valid State teaching certificate.
5. "Professional Development Committee" means the local district committee established by the Board of Education pursuant to N.J.A.C. 6A:9-15.3(d) to plan and implement local district professional development programs.
6. "Professional Standards for Teachers" means the knowledge, skills, and dispositions that all new teachers must acquire and describes what all teachers should know and be able to do.

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B. State-Approved District Training Program

1. The State-approved district training program shall provide essential knowledge and skills through the following training:
 - a. On-going mentoring of the provisional teacher shall take place over a period of thirty weeks or proportionally longer if the provisional teacher holds a part-time teaching position in accordance with the district's mentor plan pursuant to N.J.A.C. 6A:9-8.4 and in accordance with the Professional Standards for Teachers.
 - b. The Building Principal or an appropriately certified school administrative designee shall observe and formally evaluate the provisional teacher in accordance with N.J.A.C. 6A:9-8.6 and 8.7.
 - c. Except for d. and e. below, a minimum of two hundred hours of formal instruction in professional education aligned with the Professional Standards for Teachers shall be completed by the provisional teacher concurrently with the requirements of a. and b. above. This requirement shall not apply to provisional teachers who hold a CEAS pursuant to N.J.A.C. 6A:9-8.1(c).
 - d. For provisional teachers who are holders of a career and technical education CE, a minimum of two hundred hours of formal instruction in a State-approved career and technical education professional education program that is aligned with the Professional Standards for Teachers and that includes the essential knowledge and skills regarding the delivery of career and technical education programs shall be completed concurrently with the requirements of a. and b. above. This requirement shall not apply to provisional teachers who hold a CEAS pursuant to N.J.A.C. 6A:9-8.1(b). The effective date of this requirement shall be February 1, 2010.

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- e. For provisional teachers who are holders of an elementary school (Kindergarten through grade five) endorsement, a minimum of two hundred ninety hours of formal instruction over no more than two years in a State-approved program of formal instruction that is aligned with the Professional Standards for Teachers shall be completed. This instruction must include in the first calendar year of a teacher's employment a minimum of forty-five hours of study in the teaching of language arts/literacy at the Kindergarten through grade five level and a minimum of forty-five hours of study in teaching mathematics at the Kindergarten through grade five level. The effective date of this requirement shall be October 31, 2009. Provisional teachers holding an elementary school (Kindergarten to grade five) certificate of eligibility may be exempted from completing forty-five hours of study in the teaching of language arts/literacy at the Kindergarten through grade five level as well as from completing forty-five hours of study in the teaching of language arts/literacy at the Kindergarten through grade five level if:
 - (1) For each area of study, they have completed forty-five hours of study in that area within the three years prior to receiving their certificate of eligibility as documented by a New Jersey Department of Education approved alternate route regional training center or through equivalent coursework on the transcript of a regionally accredited four-year college or university; or
 - (2) For each area of study, they document the equivalent of at least one year of successful experience as a full-time teacher during which the subject area is regularly taught, among the other subjects for which a Kindergarten through grade five teacher would be responsible. This experience must take place within the three years prior to receiving their certificate of eligibility and documented by submitting a completed, original form provided by the Department of Education.

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2. Districts or consortia of districts, in conjunction with a college or university, shall provide formal instruction to the provisional teachers they employ pursuant to B.1.d. above. The district or consortium shall submit a written plan for the department's approval. In the event that joint sponsorship with a college or university cannot be achieved, the department may authorize the district or consortium to provide the formal instruction independently or in joint sponsorship with a non-collegiate entity. The district or consortium's written plan shall include documentation of its efforts to secure college or university participation.
3. Districts unable to provide formal instruction to provisional teachers in their employ shall provide access to formal instruction through a network of department-authorized providers.

C. Requirements for Local Mentor Plan

1. A "novice teacher" means any full-time or part-time teacher who has not completed one year of full-time teaching under a valid State teaching certificate. All novice teachers are required to participate in a mentoring program that takes place over a period of thirty weeks for provisional teachers holding a CEAS and thirty-four weeks for provisional teachers holding a CE.

Provisional teachers shall participate for a proportionally longer period of time if in a part-time teaching position. The mentoring program shall be implemented by the mentor teacher, supervised by the school Principal, and conducted within the parameters of a school district's local mentor plan and the requirements of N.J.A.C. 6A:9-8.3.

- a. In the event that no State funds are available to pay the costs of mentoring fees, candidates who are required to complete a provisional year of teaching in order to obtain standard certification shall be responsible for payment of mentoring fees during the provisional year.

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- b. All novice teachers whose positions require possession of instructional certificates in accordance with N.J.S.A. 18A:26-2 and N.J.A.C. 6A:9-5.1(a) shall comply with the requirements of the district's mentoring plan.
2. Novice teachers in positions requiring the possession of instructional certificates shall comply with the provisions of N.J.A.C. 6A:9-8 and shall ensure the following:
 - a. The rigorous mentoring shall be provided to novice teachers by developing a local mentor plan in which experienced teachers give confidential support and guidance to novice teachers in accordance with the Professional Standards for Teachers;
 - b. That each novice teacher is assigned a mentor at the beginning of the contracted teaching assignment;
 - c. That the district's mentor plan includes in-person contact between the mentor teacher and the novice teacher over the course of thirty weeks or proportionally longer if the novice teacher holds a part-time teaching assignment;
 - d. That the local Professional Development Committee established pursuant to N.J.A.C. 6A:9-15.3(d) develops the district's mentor plan; and
 - e. That the Board of Education shall report annually the implementation of the district's mentor plan as required by the Department of Education.
3. The district's Professional Development Committee shall ensure the development of a district mentor plan as follows:
 - a. The district's Professional Development Committee shall develop a district mentor plan that includes:

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- (1) Goals that at a minimum enhance teacher knowledge of and strategies related to the CCCS in order to facilitate pupil achievement; identify exemplary teaching skills and educational practices necessary to acquire and maintain excellence in teaching; and assist novice teachers in the performance of their duties and adjustment to the challenges of teaching;
 - (2) An application process for selecting mentor teachers;
 - (3) Criteria for mentor teacher selection;
 - (4) Provisions for comprehensive mentor training;
 - (5) Identification of mentor teacher responsibilities;
 - (6) Logistics for mentor plan implementation;
 - (7) Consideration of collaborative arrangements with colleges and universities;
 - (8) Provisions for the use of State funds; and
 - (9) An addendum with criteria and guidelines for the twenty-day clinical experience pursuant to N.J.A.C. 6A:9-8.3(b)1.
- b. The Professional Development Committee shall submit the district's mentor plan to the Board of Education for initial approval.
- c. The Professional Development Committee shall submit the addendum for the twenty-day clinical experience pursuant to N.J.A.C. 6A:9-8.3(b)1 to the Board of Education for initial approval and to the Executive County Superintendent for final approval.

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- d. After the mentor plan is reviewed, the Board shall submit the plan to the Executive County Superintendent for final review and approval. The Executive County Superintendent shall notify the Department of plan approval.
 - e. Every three years, the district's mentor plan shall be revised and re-submitted to the Executive County Superintendent based on program evaluation.
4. The Board of Education shall be responsible for the implementation of the district's mentor plan through the following:
- a. The plan shall provide criteria for selection of mentor teachers. At a minimum, the criteria shall include the following:
 - (1) The Board may select a certified teacher with at least three years of experience who is actively teaching in the district to serve as a mentor teacher;
 - (2) The mentor teacher applicant is committed to the goals of the local mentor plan;
 - (3) The mentor teacher applicant has agreed to maintain the confidential nature of the mentor teacher/novice teacher relationship;
 - (4) The mentor teacher applicant has demonstrated exemplary command of content area knowledge and of pedagogy;
 - (5) The mentor teacher applicant is experienced and certified in the subject area in which the novice teacher is teaching, where possible;
 - (6) The mentor teacher applicant is knowledgeable about the social and workplace norms of the school district and the community the Board of Education serves;

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- (7) The mentor teacher applicant is knowledgeable about the resources and opportunities in the district and able to act as a referral source to the novice teacher;
 - (8) The mentor teacher applicant provides letters of recommendation as determined by the district mentor plan from those who are familiar with the mentor teacher applicant's work; and
 - (9) The mentor teacher applicant agrees to complete a comprehensive mentor training program.
 - b. Annually, the district shall submit a report on the effectiveness of the district's mentor plan to the Department of Education. The report, using data collected on a Department of Education developed form, shall include program impact on job satisfaction, adequacy of time and training, and recommended program changes and additions.
 - c. The district shall align the mentor plan with the Professional Standards for Teachers.
- 5. The Board of Education shall be responsible to budget any State funds appropriated for the novice teacher mentoring program.
 - a. Subject to the availability of funds, the department shall appropriate State funds based on the number of novice teachers employed each year in a given public school district.
 - b. The Board of Education shall ensure that State funds appropriated for this program shall supplement, and not supplant, any Federal, State, or local funds already devoted to planning and implementing a novice teacher mentor program.
 - c. The Board of Education shall ensure that State funds shall be used for one or more of the following:

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- (1) Stipends for mentor teachers;
- (2) The costs associated with release time;
- (3) Substitutes for mentor teachers and novice teachers;
and
- (4) Professional development and training activities
related to the program.

D. Evaluation of Provisional Teachers

1. An appropriately certified Building Principal or administrative designee authorized to supervise instructional staff shall observe and evaluate the provisional teacher three times during the first year of mentoring for purposes of certification. All performance evaluations shall be aligned with the Professional Standards for Teachers as defined in N.J.A.C. 6A:9-3.3 and reported on State-developed forms. Performance evaluations for career and technical education teachers shall also include career and technical education knowledge and skills.
 - a. The first formative evaluation shall be completed at the end of ten weeks, or proportionally longer if the teacher is part-time, after the provisional teacher assumes full responsibility of a classroom.
 - b. The second formative evaluation shall be completed at the end of twenty weeks, or proportionally longer for part-time teachers, after the provisional teacher assumes full responsibility of a classroom.
 - c. The final summative evaluation shall be completed at the end of thirty weeks, or proportionally longer for part-time teachers, after the provisional teacher assumes full responsibility of a classroom. This final, summative evaluation shall be completed by the Building Principal who shall make one of three recommendations for certification pursuant to N.J.A.C. 6A:9-8.7(b).
2. Within fifteen days following each evaluation, the evaluator pursuant to a. above shall provide a copy of the evaluation to the provisional teacher.

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3. Mentor teachers shall not assess or evaluate the performance of provisional teachers. Interactions between provisional teachers and experienced mentor teachers are formative in nature and considered a matter of professional privilege. Mentor teachers shall not be compelled to offer testimony on the performance of provisional teachers.

E. Recommendation for Certification of Provisional Teachers

1. Within thirty days after the conclusion of the State-approved district training program, the Building Principal shall submit the final evaluation directly to the Secretary of the New Jersey State Board of Examiners that shall contain a recommendation regarding standard certification for each provisional teacher.
2. The final evaluation for each provisional teacher shall include one of the following recommendations:
 - a. Approved: Recommends issuance of a standard certificate;
 - b. Insufficient: Recommends that a standard certificate not be issued but that the candidate be permitted to seek entry on one more occasion into a State-approved district training program. A second rating of "insufficient" shall be deemed a "disapproved" in accord with c. below; or
 - c. Disapproved: Recommends that a standard certificate not be issued and that the candidate not be allowed to enter into another State-approved district training program.
3. Candidates who receive a recommendation of "disapproved" or two recommendations of "insufficient" may petition the Board of Examiners for approval of additional opportunities to seek provisional employment in districts other than those in which they received unfavorable recommendations pursuant to N.J.A.C. 6A:9-17.18.

Adopted: 03 May 2004

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Professional Development

3240 PROFESSIONAL DEVELOPMENT

The Board of Education encourages all teaching staff members to pursue a program of continuing professional development by course work or matriculation in institutions of higher learning, participation in workshops and conferences, membership in professional organizations, and independent scholarship.

Teaching staff members may be permitted to: visit other schools and classrooms; attend local, regional, or national conferences; participate in committees, workshops, and panels, both within and outside the district. Requests for participation in such professional development activities must be submitted in writing to the Superintendent or designee for approval. In addition, the Board of Education must approve all travel expenditures in accordance with N.J.S.A. 18A:11-12 and the State of New Jersey Department of the Treasury, Office of Management and Budget Circulars 08-19-OMB and 06-14-OMB (OMB Circulars) and any superseding circulars and any additional requirements set forth in N.J.A.C. 6A:23A-7 et seq.

A teaching staff member who has been granted time off and/or approved to be reimbursed for a professional development activity shall submit to the Superintendent or designee, with a copy to the School Business Administrator/Board Secretary, within 10 working days, a brief written report that includes the primary purpose of the travel, the key issues addressed at the event, and their relevance to improving instruction or the operations of the school district.

Each active teacher shall be required to complete 100 clock hours of State-approved continuing professional development and/or in-service every five years pursuant with N.J.A.C. 6A:9-15.2 et seq. Professional activities/meetings referenced in this Policy shall align with the Professional Standards for Teachers as set forth in N.J.A.C. 6A:9-3.3

The Superintendent shall prepare and distribute to all teaching staff members regulations governing professional development activities. The Superintendent shall report regularly to the Board on the professional development activities of teaching staff members.

N.J.S.A. 18A:31-2; 18A:6-111

N.J.A.C. 6A:9-3.3; 6A:9-15.2; 6A:9-15.3; 6A:13-2..2

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R 3240 PROFESSIONAL DEVELOPMENT

A. Professional Development Plans

The school district will develop and implement professional development plans for teachers aligned with the requirements and the Professional Development Standards set forth in N.J.A.C. 6A:9. The district's professional development activities shall:

1. Improve teachers' understanding of the content and pedagogy related to their teaching assignment;
2. Promote individual and collaborative professional learning with adequate and consistent time for teachers, including English as a second language, gifted and talented, bilingual and special education teachers, to work together in and across content areas and grade levels to review pupil work, analyze classroom assessments and other achievement data, critique lesson plans, and solve instructional problems;
3. Include evaluation and analysis of professional development results in order to improve professional development by reviewing the following:
 - a. Pupil test scores, work products, and attitudinal measures;
 - b. Progress made in achieving professional development goals;
 - c. Staff feedback on the effectiveness of professional learning activities and Professional Development Plans;
 - d. Analysis of the costs associated with professional development opportunities in relation to the impact on pupil achievement and district goals;
4. Include ongoing analysis by administrators and teachers regarding the effectiveness of implementation of professional development initiatives; and

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5. Include school district support through policies and adequate resources.

All school leaders shall develop and implement a professional growth plan aligned with the requirements and the Professional Development Standards set forth in N.J.A.C. 6A:9.

B. Professional Development Programs

1. Teaching staff members may be excused from the performance of their duties, without loss of compensation, for participation in relevant professional development programs, provided such participation:
 - a. Meets the requirements of Policy No. 3240 and this regulation; and
 - b. Has received final advance approval in accordance with paragraph B.85. below.
2. The use of school district funds for travel expenditures for professional development activities shall be in accordance with N.J.S.A. 18A:11-12 and the State of New Jersey Department of the Treasury, Office of Management and Budget Circulars 08-19-OMB and 06-14-OMB (OMB Circulars) and any superseding circulars pertaining to travel, meals, events, and entertainment, and the additional requirements set forth in N.J.A.C. 6A:23A-7 et seq.
3. A written request for permission to participate in a professional meeting must be submitted to the Superintendent of Schools or designee forty-five working days prior to the meeting when possible. The request will include:
 - a. The date, time, and place of the meeting;
 - b. The name and address of the sponsoring organization; and
 - c. The purpose of the meeting and its anticipated value to the school or district.

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4. The request will be evaluated considering:
 - a. The member's participation in other professional meetings;
 - b. Other requests for participation in the same meeting;
 - c. The value to the school and/or district of the member's participation;
 - d. The requirements as outlined in N.J.A.C. 6A:23A-7 et seq.; and
 - e. Remaining available budgetary allocations for professional development activities.
5. The Superintendent or designee will grant or deny permission to attend the activity pending Board approval. The Board of Education must approve all travel expenditures in accordance with N.J.S.A. 18A:11-12 and State of New Jersey Department of the Treasury, Office of Management and Budget Circulars 08-19-OMB and 06-14-OMB (OMB Circulars) and any superseding circulars pertaining to travel, meals, events and entertainment, and the additional requirements set forth in N.J.A.C. 6A:23A-7 et seq.
6. Each teaching staff member excused from his/her duties to attend a professional development program or activity shall prepare and submit to the Superintendent or designee, with a copy to the School Business Administrator/Board Secretary, within 10 working days, after the program or activity, an original, written summary report of the meeting that includes:
 - a. The primary purpose of the travel;
 - b. The key issues addressed at the event; and
 - c. The relevance to improving instruction or the operations of the school district.
7. Copies of the member's report will be distributed to such other teaching staff members as will benefit from the shared experience

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and information. The participant may be required to meet with other teaching staff members to discuss the meeting.

8. Any vouchers and claims for payment to be reimbursed pursuant to Policy No. 3240 shall be submitted to the Business Administrator, along with supporting receipts and other appropriate documentation, no later than 10 working days after the meeting.

C. Required Professional Development for Teachers

1. Each active teacher shall be required to complete 100 clock hours of approved professional development every five years in accordance with the requirements of N.J.A.C. 6A:9-15.2. At least two hours of instruction in suicide prevention must be part of the 100 clock hours of professional development in accordance with the provisions of N.J.S.A. 18A:6-111.
2. The content of each teacher's professional development shall be specified in a Professional Development Plan and shall be developed in accordance with N.J.A.C. 6A:32-4.4 and 4.5 to meet the needs of the individual teacher in the context of his or her job.
3. The content of each teacher's professional development shall align with the Professional Standards for Teachers as set forth in N.J.A.C. 6A:9-3.3.
4. The activities in each teacher's Professional Development Plan shall align with the Professional Standards for Teachers as set forth in N.J.A.C. 6A:9-3.3.
5. The Board will establish a Professional Development Committee, pursuant to N.J.A.C. 6A:9-15.3(e), comprised of four teachers elected by the Board's instructional and educational services staff through their majority representative and two administrative staff members appointed by the Superintendent of Schools. Election of teacher representatives shall conform to the procedures as outlined in N.J.A.C. 6A:9-15.3(g). School level committees shall consist of the Principal or designee and at least three teachers who will be elected through the majority representative. The school level committees shall oversee the development of school level plans for professional development. The school level plan shall include a description of school level and team-based learning in the school

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Professional Development

and will be based on identified school goals and pupil and teacher needs. Plans developed by the district's local Professional Development Committee shall be presented to the Board of Education for review and then to the County Professional Development Board for approval. Once the district's Professional Development Plan has been approved by the County Professional Development Board, the Board of Education has responsibility for final approval.

6. The 100 clock hours of approved professional development is legally binding and it shall be each active individual teacher's responsibility, in conjunction with the Board policies, to take whatever steps are necessary in order to meet the requirement. The State and the Board will actively assist and support a teacher's efforts to meet this requirement. The Superintendent, through the Professional Development Plan process, is responsible to monitor the teacher's efforts continuously through progressive supervision where the teacher's progress is inadequate.
7. Accrued professional development hours shall be portable between schools and districts. The Superintendent shall certify in writing to a new school district the accrued professional development hours for any teacher leaving the school district.

Adopted: 03 May 2004
Revised:

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NUTLEY BOARD OF EDUCATION

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New Jersey's Family Leave Insurance Program

3431.3 NEW JERSEY'S FAMILY LEAVE INSURANCE PROGRAM

Board of Education employees are eligible to apply for benefits under New Jersey's Family Leave Insurance Program administered by the State of New Jersey – Department of Labor and Workforce Development. New Jersey's Family Leave Insurance Program (NJFLI) may provide up to six weeks of family leave insurance benefits payable to covered employees from either the New Jersey State Plan or an approved employer-provided private plan.

A benefit provided through the NJFLI will be for the employee to bond with a child during the first twelve months after the child's birth, if the covered individual or the domestic partner or civil union partner of the covered individual is a biological parent of the child, or the first twelve months after the placement of the child for adoption with the covered individual. An employee who intends to apply to the State of New Jersey for benefits under this provision of the NJFLI must provide the Superintendent of Schools written notice thirty calendar days prior to beginning the leave. Failure to provide this thirty-day notice may result in a reduction in the employee's maximum family leave insurance benefits. Intermittent leave to bond with a newborn or newly adopted child must be agreed to by the Superintendent of Schools and the employee and, if agreed to, must be taken in periods of seven days or more.

A benefit provided through the NJFLI will also be to care for a family member with a serious health condition supported by a certification provided by a health care provider. An employee who intends to apply to the State of New Jersey for benefits under this provision of the NJFLI for consecutive leave must provide the school district reasonable and practical notice unless the time of the leave is unexpected or the time of the leave changes for unforeseen reasons. An employee who intends to apply for benefits under this provision of the NJFLI for intermittent leave must provide the school district with a written notice at least fifteen calendar days prior to beginning the leave.

For the purposes of this Policy, "family member" means a child, spouse, domestic partner, civil union partner, or parent of a covered individual. "Child" means a biological, adopted, or foster child, stepchild, or legal ward of a covered individual, child of a domestic partner of the covered individual, or child of a civil union partner of the covered individual, who is less than nineteen years of age or is nineteen years of age or older but incapable of self-care because of mental or physical impairment.

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NUTLEY BOARD OF EDUCATION TEACHING STAFF MEMBERS

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New Jersey's Family Leave Insurance Program

An employee will be required to use 10 (up to ten) workdays of earned vacation, personal, or other earned leave in connection with a period of paid leave from the NJFLI. In accordance with N.J.S.A. 18A:30-1, sick leave is only to be used for personal disability due to illness or injury and therefore may not be used for NJFLI purposes.

All applications for benefits under the NJFLI must be filed directly with the State of New Jersey – Department of Labor and Workforce Development. The eligibility requirements, wage requirements, benefit duration and amounts, and benefit limitations shall be in accordance with the provisions of the NJFLI as administered by the State of New Jersey – Department of Labor and Workforce Development. A formal appeal may be submitted to the State of New Jersey – Department of Labor and Workforce Development if an employee or the Board disagrees with a determination on a claim.

The NJFLI provides eligible individuals a monetary benefit and not a leave benefit. The school district administrative and related staff will comply with the State of New Jersey - Department of Labor and Workforce Development requests for information in accordance with the provisions of N.J.A.C. 12:21-3.9.

The Board may elect to provide employees with Family Leave Insurance benefits coverage under a private plan which must be approved by the State of New Jersey – Department of Labor and Workforce Development.

A printed notification of covered individuals' rights relative to the receipt of benefits under the NJFLI will be posted in each of the school district worksites and in a place or places accessible to all employees at the worksite. Each employee shall receive a copy of this notification in writing at the time of the employee's hiring, whenever the employee provides written notice to the Superintendent of their intention to apply for benefits under the NJFLI, or at any time upon the first request of the employee. The written notification may be transmitted to the employee in electronic form.

N.J.S.A. 43:21-25 et seq.

N.J.A.C. 12:21-1.1 et seq.

Adopted:

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New Jersey's Family Leave Insurance Program

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N.J.S.A. 43:21-25 et seq.
N.J.A.C. 12:21-1.1 et seq.
Adopted: