



District Updates

Full Day Kindergarten!

- After more than a year of planning, Madison Public Schools proudly introduced Full Day Kindergarten at the onset of the 2019-2020 school year. The rollout was a huge success, with beautiful new instructional spaces, revamped curricular materials, and prepared staff ready to engage with the class of 2032!
- Tremendous thanks are owed to the **maintenance and custodial staff** at each building, who worked tirelessly around active construction sites to prepare the buildings for students' arrival!

Back to School Nights

- TJS: Wednesday, September 11th
- CAS: Thursday, September 12th
- KRS: Wednesday, September 18th
- MJS: Thursday, September 19th
- MHS: Thursday, September 26th

Diversity Council on Global Education and Citizenship (DCGEC)

- Madison Public Schools is now a proud member of the DCGEC, formerly the Kean University Diversity Council. The Council provides PD opportunities that empower educators to create safe, inclusive learning environments for all students and fosters the continued growth of active and compassionate individuals in order to reduce intolerance, harassment/intimidation, and to promote social justice in a democratic society. The Council hosts annual school conferences and leadership seminars on diversity-related themes such as bullying, Holocaust and genocide education, civil rights, and confronting human rights abuses.

Sheltered Instruction Training

- Four MPS staff members had the opportunity to attend an institute on Sheltered Instruction that was offered through the NJDOE this summer. **Ms. Stockdale (TJS/ESL)**, **Ms. Emann (K-8 Instructional Coach)**, **Ms. Sanches (MHS/Spanish)**, and **Ms. DeFresco (MJS/Italian)** attended the 3-day workshop, which provided a train-the-trainer model on best practices for meeting the needs of English language learners and students in need of intervention. They will be developing workshops for district staff members in order to improve outcomes for students across the district.

Bottle Hill Day

- Over 100 district music students in grades 4-12 will be performing at this year's Bottle Hill Day, which will be held on Saturday, 10/5. Bottle Hill Day was created over 30 years ago to promote the business district. The name is derived from Madison's original establishment in 1715 as the village of "Bottle Hill". The event features four stages with live entertainment, over 200 vendors, amusement rides, shopping, and food. This event is free and open to the public.

NJ Consortium for Gifted and Talented Programs (NJCGTP)

- Madison Public Schools has joined the NJCGTP, which supports districts' gifted and talented programs by offering a wide variety of workshops and competitions. The NJCGTP empowers critical thinking, provides STEAM-related activities, and emphasizes the learning process by incorporating multiple intelligences. Information about NJCGTP activities will be shared throughout the year.

School Updates

Madison High School

- **Allison Nevias** has been named a *Semifinalist* in the 2020 National Merit Scholarship Program. This places her within the top 1% of all US high school seniors and includes the highest-scoring PSAT entrants in each state. A *Semifinalist* must have an outstanding academic record, be endorsed by a school official, write an essay, and earn SAT scores that confirm the student's earlier performance on the qualifying test.
- The 14 students listed below have been named *Commended Students* in the 2020 National Merit Scholarship Program, recognized for excellence in their PSAT score.
 - **Jonathan Bear**
 - **Nicolette Cilenti**
 - **Sophia Cruce**
 - **Noah Culin**
 - **Clare Culligan**
 - **Jeremy Gann**
 - **Hunter Griffie**
 - **Sadie Kim**
 - **Kameron Lloyd**
 - **Aidan Matthews**
 - **Grace McCormick**
 - **Hope Pratt**
 - **Katerina Rettino**
 - **Raphael Stadler**
- The MHS Fall Activity Fair will be held in the Media Center during Common Lunch on Tuesday, 10/1.
- **Ms. Bratton** achieved the status of Certified Journalism Educator in the Journalism Education Association. She will be recognized in Washington DC in November at the JEA/NSPA Fall Convention.
- Girls Cross Country had a huge win over Mountain Lakes on 9/10 with a score of 23-32.
- MHS Humanities staff will again participate in PD through the Gilder Lehrman Institute this year. The Institute promotes the knowledge and understanding of American history through educational programs and resources. Drawing on the 70,000 documents in the Gilder Lehrman Collection and an extensive network of historians, the Institute provides teachers, students, and the general public with direct access to unique primary source materials.
- Nancy Norris-Bauer from New Jersey History Day/National History Day will be visiting the school to provide the resources for students to enter in to the NJ History Day Research Competition.
- MHS Counseling News
 - 12th Grade Information Night will be held Monday, 9/16 at 7:00 pm in the MHS Auditorium. Senior Checklists to help with the college planning process have been distributed.
 - 9th Grade Parent Night will be held Wednesday, 10/2 at 5:00 pm in the MHS Media Center.
 - **Ms. Mascia** will be providing ELL's with a customized presentation on college mapping and post high school planning.
 - **Ms. O'Brien** will be attending a workshop on Transgender Youth and Best Practices in School.

Madison Junior School

- MJS Student Council members led new students and incoming 6th graders on tours that provided a sneak peek into the areas that make MJS unique and special. Thank you to **Mrs. Siso** for organizing the tours!
- MJS ran a summer program to support students' English, reading, math, and social studies skills. The program allowed students to connect with teachers and hone their skills before the start of school.
- 6th grade parents attended a *Coffee with the Principal* session where Team Leaders **Mr. Finkelstein** and **Ms. Brennan** offered to answer any questions. The *Coffee* served as a step in the transition process for 6th grade students.

Central Avenue School

- The CAS New Family Orientation took place on 8/22
- CAS ran a number of successful summer programs from ESY to ESL, which wrapped up 8/8.
- Principal **Mr. Liss** was selected to participate in the NJDOE Principal Learning Network. The PLN provides collaborative professional learning experiences where principals exchange ideas, seek guidance, and share resources that promote access to a well-rounded and equitable education for all students.
- CAS ESL Teacher **Ms. Arosemena** was selected to participate as a member of the New Jersey State Advisory Committee for Bilingual Education. The Committee of specialists, administrators, teachers, and community members meets regularly in Trenton with the aim of assisting the NJDOE in the formulation of policies and procedures related to the provision of services for English language learners.

Kings Road School

- Reading Specialist **Ms. Sims** conducted an assembly on 9/6 with students and teachers to celebrate the students' summer reading accomplishments.
- On 8/29, KRS students and families visited the school to say hello to their new teachers and visit their classrooms. Fifth graders led school tours to help new students and families acclimate to the building.
- Principal **Ms. Koop** attended the Principal Learning Network sessions to participate in two professional development days as a PLN Cohort 1 member.
- Occupational Therapist **Ms. Feron** placed a Sensory Pathway in the kindergarten/1st grade hallway.
- School Counselor Mr. Levine and School Psychologist Ms. McCauley facilitated a mix-it-up lunch day in the cafeteria to ensure that no students were eating alone.

Torey J. Sabatini

- The TJS Media Center has been redesigned to support a new STEM space, small-group instructional spaces, and a new area for the Media classes. New furnishings are being delivered to complete the rooms.
- A Sensory Pathway was installed in the hallway on the first floor.
- The TJC Open House/New Student Orientation was held on 8/29

BOE Meeting: 9/17/19					
Notes:					
1. All expenses listed below are estimates and shall be paid/reimbursed in compliance with NJOMB Circular letter 06-02 or OMB Circular 06-02.					
2. Any "Other Expenses" listed under Reimbursable Expenses below will be explained under Explanation of "Other Expenses."					
Types of Travel	Code				
Staff Training & Seminar	1				
Convention/Conference	2				
Regular District Business	3				
Retreat	4				
Staff/Bd. Member Title/Initials	Louis Caruso	Gwyneth Carter	Mark Schwarz	Brooke Phillips	Katherine Spelker
Type of Travel	2	2	2	1	2
Occurrences	1	1	1	1	1
Dates	10/17/19-10/18/19	10/4/19	10/8/19	9/23/19	10/28/19-10/30/19
Est. Miles	96.8	0	394	92	0
Miles Amt.	\$33.88	\$0.00	\$137.90	\$32.20	\$0.00
Parking	\$0.00	\$0.00	\$42.00	\$0.00	\$0.00
Tolls	\$0.00	\$0.00	\$15.25	\$0.00	\$0.00
Lodging/Nights	\$0	0	\$194.24/1	0	0
Lodging Costs	\$0.00	\$0.00	\$194.24	\$0.00	\$0.00
Meals	\$0.00	\$0.00	\$106.50	\$0.00	\$0.00
Registration	\$320.00	\$235.00	\$0.00	\$149.00	\$650.00
Other transportation		\$0.00	\$0.00	\$0.00	\$71.50
Total	\$353.88	\$235.00	\$495.89	\$181.20	\$721.50
Explain other expenses/Location	2019 FEA/NJPSA/NJASCO Fall Conference	International Dyslexia Conference	Future of Education Finance Summit	NJPSA AFEA Discipline Disparities: Problems and	Institute on Exploring Dyslexia and the K-5 Reading Workshop 2019
Staff/Bd. Member Title/Initials					
Type of Travel	1	1	1	1	1
Occurrences	1	1	1	1	1
Dates					
Est. Miles	0	0	0	0	0
Miles Amt.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Parking	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Tolls	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Lodging/Nights	0	0	0	0	0
Lodging Costs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Meals	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Registration		\$0.00	\$0.00	\$0.00	\$0.00
Other Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Explain other expenses/Location					
Staff/Bd. Member Title/Initials					
Type of Travel	1	1	1	1	1
Occurrences	1	1	1	1	1
Dates					
Est. Miles	0	0.00	0.00	0	0
Miles Amt.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Parking	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Tolls	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Lodging/Nights	0	0	0	0	0
Lodging Costs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Meals	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Registration	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Explain other expenses/Location					

r A-87 unless noted otherwise.				
1	1			
1	1			
0	0			
\$0.00	\$0.00			
\$0.00	\$0.00			
\$0.00	\$0.00			
0	0			
\$0.00	\$0.00			
\$0.00	\$0.00			
\$0.00	\$0.00			
\$0.00	\$0.00			
\$0.00	\$0.00			
1	1			
1	1			
0	0			
\$0.00	\$0.00			
\$0.00	\$0.00			
\$0.00	\$0.00			
0	0			
\$0.00	\$0.00			
\$0.00	\$0.00			
\$0.00	\$0.00			
\$0.00	\$0.00			
\$0.00	\$0.00			
1	1			
1	1			
0	0			
\$0.00	\$0.00			
\$0.00	\$0.00			
\$0.00	\$0.00			
0	0			
\$0.00	\$0.00			
\$0.00	\$0.00			
\$0.00	\$0.00			
\$0.00	\$0.00			
\$0.00	\$0.00			

HEALTH AND PHYSICAL EDUCATION (M)

2422

M

Administrative Guidance

New NJDOE Regulations require:

- MS Instruction on distribution of sexually explicit images
- 20 minutes of recess for grades K-5
- Students may not have recess suspension more than twice per week suspension must include restorative justice

We will be compliant in the Fall and will be reviewing curriculum documents to make sure that we are compliant with existing requirements.

For Reference, see [Policy 2422](#)

For Track Changes, see [Policy 2422](#)

Strauss Esmay Guidance

Policy Guide 2422 has been revised to reflect the following changes:

1. “Core Curriculum Content Standards” or “CCCS” has been changed to reflect “New Jersey Student Learning Standards” or “NJSLS.” Strauss Esmay previously addressed this issue in the definition section of the Introduction Bylaw by indicating any place in the Policy and Regulation Manual that references “CCCS” shall mean “NJSLS.” However, references to “CCCS” will be updated to “NJSLS” as individual Policy and Regulation Guides are revised as required by statute or administrative code revisions.
2. Strauss Esmay’s Policy and Regulation Guides do not typically provide details regarding learning standards; however, the health and physical education standards reference many statutory responsibilities for school districts and are listed in this Policy Guide to serve as an additional notice to school districts. The revised Policy Guide removes the details under each statutory requirement as these details are included in the NJSLS and are incorporated by reference. In addition, listing the basic requirements of the statute and removing the details included in the NJSLS avoids having to revise and re-adopt this Policy Guide when the NJSLS are revised in the future.
3. P.L. 2018, Chapter 73 was approved on August 10, 2018 and requires school districts to provide at least twenty minutes of daily recess for students in Kindergarten through fifth grade. This recess time cannot be counted toward the health and physical education requirement of 150 minutes per week. Policy Guide 2422 has also been

revised to incorporate the provisions of this new statute, N.J.S.A. 18A:35-4.31. The New Jersey Department of Education (NJDOE) has indicated guidance will be provided to school districts on meeting the requirements of this new law and the health and physical education requirements. The NJDOE informed districts this requirement is effective for the 2019-2020 school year.

4. There is an additional statutory requirement added to this Policy Guide. N.J.S.A. 18A:35-4.33 was passed on August 10, 2018 and requires the Board to include instruction once during middle school on the social, emotional, and legal consequences of distributing and soliciting sexually explicit images through electronic means as part of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. Strauss Esmay has added this requirement to Policy Guide 2422 as Number 16.

The inclusion of the recess requirements in this Policy Guide along with the other statutory requirements make this Policy Guide mandated.

Policy Guide 2422 is MANDATED

The Board of Education requires all students to participate in a comprehensive, sequential, health and physical education program aligned with the New Jersey Student Learning Standards (NJSLS) that emphasizes the natural interdisciplinary connection between wellness and health and physical education. The primary focus of the NJSLS is the development of knowledge and skills that influence healthy behaviors within the context of self, family, school, and the local and global community.

The NJSLS incorporate New Jersey statutes related to health and well-being of students in New Jersey schools. The following statutes incorporated into the NJSLS include, but are not limited to, the following requirements:

1. Accident and Fire Prevention (N.J.S.A. 18A:6-2) requires regular courses of instruction in accident and fire prevention.
2. Breast Self-Examination (N.J.S.A. 18A:35-5.4) requires offering instruction on breast self-examination for students in grades seven through twelve.
3. Bullying Prevention Programs (N.J.S.A. 18A:37-17) requires the establishment of bullying prevention programs.
4. Cancer Awareness (N.J.S.A. 18A:40-33) requires the development of a school program on cancer awareness by the Commissioner of Education.

5. Dating Violence Education (N.J.S.A. 18A:35-4.23a) requires instruction regarding dating violence in grades seven through twelve.
6. Domestic Violence Education (N.J.S.A. 18A:35-4.23) allows instruction on problems related to domestic violence and child abuse.
7. Gang Violence Prevention (N.J.S.A. 18A:35-4.26) requires instruction in gang violence prevention for elementary school students.
8. Health, Safety, and Physical Education (N.J.S.A. 18A:35) requires that all students in grades one through twelve participate in at least two and one-half hours of health, safety, and physical education each school week.
9. Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1) requires instructional programs on drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances and the development of curriculum guidelines for each grade Kindergarten through twelve.
10. Lyme Disease Prevention (N.J.S.A. 18A:35-5.1 through 5.3) requires the development of Lyme Disease curriculum guidelines and training to all teaching staff members who instruct students with Lyme Disease.
11. Organ Donation (N.J.S.A. 18A:7F-4.3) requires information relative to organ donation to be given to students in grades nine through twelve.
12. Sexual Assault Prevention (N.J.S.A. 18A:35-4.3) requires the development of a sexual assault prevention education program by the Commissioner of Education for utilization by school districts.
13. Stress Abstinence (N.J.S.A. 18A:35-4.19 through N.J.S.A. 18A:35-4.22), also known as the “AIDS Prevention Act of 1999,” requires sex education programs to stress abstinence.
14. Suicide Prevention (N.J.S.A. 18A:6-111 through 113) requires instruction in suicide prevention in public schools.
15. Cardiopulmonary Resuscitation (CPR)/Automated External Defibrillator (AED) (N.J.S.A. 18A:35-4.28 and 18A:35-4.29) requires public high schools and charter schools to provide instruction in cardiopulmonary resuscitation and the use of an automated external defibrillator to each student prior to graduation.
16. Sexually Explicit Images through Electronic Means (N.J.S.A. 18A:35-4.32 and 4.33) requires instruction, once during middle school, on the social,

emotional, and legal consequences of distributing and soliciting sexually explicit images through electronic means.

17. Other Statutory or Administrative Codes. The Board will incorporate into its health and physical education curriculum any other requirements of the NJSLS in Comprehensive Health and Physical Education.

In accordance with the provisions of N.J.S.A. 18A:35-4.7, any student whose parent presents to the Principal a signed statement that any part of the instruction in health, family life education, or sex education is in conflict with his/her conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course where such instruction is being given and no penalties as to credit or graduation shall result.

The Board of Education must provide two and one-half hours of health, safety, and physical education courses in each school week, or proportionately less when holidays fall within the week. Recess period(s) shall not be used to meet the requirements of N.J.S.A. 18A:35-5, 7, and 8.

In accordance with N.J.S.A. 18A:35-4.31, the Board of Education shall provide a daily recess period of at least twenty minutes for students in grades Kindergarten through five. A recess period is not required on a school day in which the day is substantially shortened due to a delayed opening or early dismissal. The recess period shall be outdoors, if feasible. A student shall not be denied recess for any reason, except as a consequence of a violation of the school district's Code of Student Conduct, including a harassment, intimidation, or bullying (HIB) investigation pursuant to N.J.S.A. 18A:37-13 et seq. Students may not be denied recess more than twice per week for a violation of the Code of Student Conduct or HIB investigation and these students shall be provided restorative justice activities during the recess period. Restorative justice activities mean activities designed to improve the socioemotional and behavioral responses of students through the use of more appropriate and less punitive interventions thereby establishing a more supportive and inclusive school culture. The student's recess period should be scheduled in a manner that does not interfere with the implementation of a student's Individualized Education Program (IEP). School staff may deny recess for a student on the advice of a medical professional, school nurse, or the provisions of a student's IEP and/or 504 Plan.

A copy of the NJSLS for Comprehensive Health and Physical Education and all related curriculum/course guides and instructional material shall be available for public inspection in each school.

N.J.S.A. 18A:35-4.31; 18A:35-5; 18A:35-7; 18A:35-8

Adopted:

PRACTICE AND PRE-SEASON HEAT-ACCLIMATION FOR SCHOOL-SPONSORED ATHLETICS AND EXTRA-CURRICULAR ACTIVITIES

2431.3

Administrative Guidance

This updated policy allows the district the option to comply with the NJSIAA guidelines, with which we are already compliant. The policy also requires our protocols to be reviewed by the district physician.

For Reference, see [Policy 2431.3](#)

For Track Changes, see [Policy 2431.3](#)

Strauss Esmay Guidance

P 2431.3 – Practice and Pre-Season Heat-Acclimation for School-Sponsored Athletics and Extra-Curricular Activities (Revised)

The New Jersey State Interscholastic Athletic Association (NJSIAA) recently published a revised version of their recommended Pre-Season Heat-Acclimation Guidelines for school districts with the purpose of minimizing injury and enhancing the player's health, performance, and well-being. The New Jersey Department of Education August 2018 Broadcast recommends districts apply these guidelines for all school-sponsored athletic programs and extra-curricular activities during warm weather. Policy Guide 2431.3 has been revised to include two options. The first option authorizes the Superintendent of Schools or designee to develop and approve a practice and pre-season heat-acclimation procedure and to ensure its implementation for *all* school-sponsored athletic programs and extra-curricular activities during warm weather and does not include detailed procedures in the Policy Guide. The second option requires implementation of the NJSIAA recommended procedures for *all* school-sponsored athletic programs and extra-curricular activities during warm weather months. Both options extend these procedures to *all* school-sponsored athletic programs and extra-curricular activities during warm weather which also explains the revision to the Policy title. Regardless of the option selected, this Policy Guide and any practice and pre-season heat-acclimation procedures should be reviewed by administrative and athletic department staff members. In addition, the Policy Guide requires the school physician to review the pre-season and heat-acclimation procedures and this Policy prior to Board approval. Implementing pre-season heat-acclimation procedures for students is not required by any statute or administrative code, but this Policy Guide is highly recommended for school districts with school-sponsored activities occurring during the warm weather months. This revised Policy Guide should replace a district's current Policy 2431.3.

Policy Guide 2431.3 is RECOMMENDED

Proposed Policy Language

The Board of Education adopts this Policy as a measure to protect the safety, health, and welfare of students participating in school-sponsored athletic programs and extra-curricular activities. The Board believes practice and pre-season heat-acclimation guidelines for students will minimize injury and enhance a student's health, performance, and well-being.

Therefore, the Board of Education requires the implementation of the practice and pre-season heat-acclimation procedures as recommended by the New Jersey State Interscholastic Athletic Association (NJSIAA) for students participating in all school-sponsored athletic programs and extra-curricular activities during warm weather months. The Superintendent of Schools or designee shall ensure the implementation of the Practice and Pre-Season Heat-Acclimation Procedures.

The Superintendent of Schools or designee may reduce practice times or adjust other provisions that would reduce a student's exertion if weather and/or temperature warrant such action.

This Policy and the school district's practice and pre-season heat-acclimation procedure shall be approved by the school district's physician prior to implementation.

Adopted:

P 2610 – Educational Program Evaluation (M) (Revised)

Administrative Guidance

New regulations require multiple measures of student achievement. We are already compliant with this change.

For Reference, see [Policy 2610](#)

For Track Changes, see [Policy 2610](#)

Strauss Esmay Guidance

Policy Guide 2610 has been revised to provide additional details regarding the New Jersey Quality Single Accountability Continuum (NJQSAC) requirement that districts monitor the progress of students and measure the effectiveness of programs, initiatives, and strategies. NJQSAC Operations Indicator #4 on the new District Performance Review (DPR) requires a school district to use multiple (more than two) sources of data to monitor student achievement and to evaluate the effectiveness of programs, initiatives, and strategies. Current Policy Guides 2220, 2428.1, 2610, and 2622 and Policy and Regulation Guides 2624 indicate student progress will be monitored and the educational program will be evaluated in multiple ways to meet the requirements of the DPR Operations Indicator #4, but these Guides do not specifically include the phrase “the use of multiple sources of data” which is also not included in any statute or administrative code. Policy Guide 2610 has been revised to explicitly reference “the use of multiple sources of data” for monitoring student progress and evaluating the educational program. This Policy Guide is mandated.

Policy Guide 2610 is MANDATED

Proposed Policy Language

EDUCATIONAL PROGRAM EVALUATION (M)

2610

M

The Board of Education directs the Superintendent to develop and implement a systematic plan for the continuous evaluation of the educational program against the educational goals established by this Board. The Superintendent shall employ such tests and methods that will ensure decision making is data driven and a variety of sources of data are used to analyze and monitor student achievement and progress, as well as evaluate school programs. Wherever possible, the assessment program shall follow evaluation procedures set forth in the course guides.

The Superintendent shall maintain a calendar of assessment activities and shall make periodic evaluation reports to the Board that evaluate the progress of students and the effectiveness of staff members. The Superintendent shall use multiple (more than two) sources of data to monitor student achievement and the progress of students. The Superintendent shall also use multiple (more than two) sources of data to evaluate the effectiveness of programs, initiatives, and strategies.

The Board will annually make available to the public the collective progress of students toward the goals of the district. The Board will annually, prior to the end of the school year and in conjunction with appropriate members of the administrative staff, conduct a review of the educational progress of the district, assess district and student needs, and establish long range and short range objectives for the educational program. The Board's annual report will be submitted to the Commissioner of Education as required.

The Superintendent shall annually recommend improvements in the educational program based on the Board's evaluation of the district's program. The Board reserves the right to employ experts from outside the school district to serve in the evaluation process.

N.J.S.A. 18A:7A-11

N.J.A.C. 6A:8-4.1 et seq.

N.J.A.C. 6A:19-2.6 [**vocational districts**]

Adopted:

P 5756 – Transgender Students (M) (Revised)

Administrative Guidance

The new regulations require specific procedures with which we have been mostly compliant. Appropriate staff will be trained regarding these changes.

For Reference, see [Policy 5756](#)

Strauss Esmay Guidance

N.J.S.A. 18A:36-41 was approved in July 2017 and requires the development and distribution of guidelines concerning transgender students by the Commissioner of Education. The new law required the guidelines to include, but not be limited to, information and guidance for New Jersey's public schools. The Commissioner established a working group that assisted in developing the guidelines that were recently released in October 2018. The October 2018 Transgender Student Guidance for School Districts (Guidance) includes seven sections: Definitions/Terms; Student-Centered Approach; Safe and Supportive Environment; Confidentiality and Privacy; School Records; Activities; and Use of Facilities. The Guidance also provides a document "Transgender Guidance Resources: 2018" that includes resources and professional development opportunities for school and district staff. Strauss Esmay developed Policy Guide 5756 that aligns with the Guidance to replace a district's existing Policy Guide 5756. Any use of the terms "shall," "should," "will," and "may" in the Policy Guide aligns verbatim with the Guidance document. It is recommended any revisions to the terms "shall," "should," "will," and "may", as they appear in the Guidance and Policy Guide 5756 be reviewed by the Board Attorney. Below are a few important issues in the Guidance and Policy Guide 5756:

1. The school district shall accept a student's asserted gender identity and parental consent is not required.
2. In the event a parent objects to the minor student's name change request, the Superintendent or designee should consult the Board Attorney regarding the minor student's civil rights and protections under the New Jersey Law Against Discrimination.
3. The Principal or designee, during an initial meeting with a student, should also discuss with the student, and any other individuals at the student's request,



the risks associated with the student's transgender status being inadvertently disclosed.

4. Due to a specific and compelling need, such as the health and safety of a student or an incident of a bias-related crime, a school district may be obligated to disclose a student's status. In this event, the Principal or designee should inform the student the school or school district intends to disclose the student's transgender status for the student's protection and well-being. Prior to disclosure, the student should be given the opportunity to personally disclose the information.

5. If a student has expressed a preference to be called by a name other than their birth name, permanent student records containing the student's birth name should be kept in a separate, confidential file. This file should only be shared with appropriate school staff members after consultation with a student. A separate file containing records bearing the student's chosen name may also be kept.

6. With respect to gender-segregated classes or athletic activities, including intramural and interscholastic athletics, all students must be allowed to participate in a manner consistent with their gender identity.

7. All students are entitled to have access to restrooms, locker rooms, and changing facilities in accordance with their gender identity to allow for involvement in various school programs and activities. Non-transgender students should also be afforded the option to use a private facility, such as a unisex facility or the nurse's restroom, should the student feel uncomfortable.

Policy Guide 5756 is mandated and should replace an existing Policy Guide 5756 if the Board previously adopted a transgender Policy for students.

Policy Guide 5756 is MANDATED

Proposed Policy Language

5756 TRANSGENDER STUDENTS

The Board of Education is committed to providing a safe, supportive, and inclusive learning environment for all students. The New Jersey Law Against Discrimination (NJLAD), N.J.S.A. 10:5-12(11)(f), generally makes it unlawful for schools to subject individuals to differential treatment based on gender identity or expression. Title IX of the Education Amendments of 1972



(“Title IX”) specifically prohibits discrimination on the basis of sex in Federally-funded education programs and activities [20 U.S.C. § 1681(a)].

N.J.S.A. 18A:36-41 directs the Commissioner of Education to establish guidelines outlined in this Policy to provide direction for schools in addressing common issues concerning the needs of transgender students, and to assist schools in establishing policies and procedures that ensure a supportive and nondiscriminatory environment for transgender students.

Definitions/Terms

A safe and supportive environment within a school begins with understanding and respect. The Board believes students, teachers, and administrators should be provided with common terminology associated with gender identity. The terms listed below are commonly used by advocacy and human rights groups, however students may prefer other terms to describe their gender identity, appearance, or behavior. It is recommended school personnel discuss with the student the terminology and pronouns each student has chosen.

“Gender identity” means a person’s internal, deeply held sense of gender. All people have a gender identity, not just transgender people. For transgender people, the individual’s internal gender identity is not the same as the gender assigned at birth.

“Gender expression” means external manifestations of gender, expressed through a person’s name, pronouns, clothing, haircut, behavior, voice, and/or body characteristics. Society identifies these cues as masculine and feminine, although what is considered masculine or feminine changes over time and varies by culture.

“Assigned sex at birth (ASAB)” refers to the biological sex designation recorded on a person’s birth certificate upon the initial issuance of that certificate, should such a record be provided at birth.

“Gender assigned at birth” refers to the gender a child is assigned at birth or assumed to be, based on their biological sex assigned at birth.

“Sexual orientation” describes a person’s enduring physical, romantic, and/or emotional attraction to another person. Gender identity and sexual orientation are not the same. A transgender person may be straight, lesbian, gay, bisexual, or asexual. For example, a person who transitions from male to female and is attracted solely to men may identify as a straight woman.



“Transgender” is a term for an individual whose gender identity and/or gender expression differs from those typically associated with the sex and gender assigned at birth.

“Transition” is the process by which a transgender person recognizes that their authentic gender identity is not the same as the gender assigned at birth, and develops a more affirming gender expression that feels authentic. Some individuals socially transition, for example, through dress, use of names and/or pronouns. Some individuals may undergo physical transition, which might include hormone treatments and surgery. School district personnel should avoid the phrase “sex change,” as it is an inaccurate description of the transition process; the process is more accurately described as “gender-confirming.”

“LGBTQ” is an acronym for “lesbian, gay, bisexual, transgender, and queer/questioning.”

“Gender nonconforming” describes a person whose gender expression does not conform to the gender expectations of their family or community. Gender nonconformity is not necessarily an indication that a youth is transgender; many non-transgender youth do not conform to stereotypical expectations.

“Gender expansive, Gender diverse, Gender fluid, Gender non-binary, A gender, Gender queer” are terms that convey a wider, more flexible range of gender identity and/or expression than typically associated with the binary gender system. For example, students who identify as gender queer or gender fluid might not identify as boys or girls; for these students, the non-binary gender identity functions as the student’s gender identity.

“Cisgender” refers to individuals whose gender identity, expression, or behavior conforms with those typically associated with their sex assigned at birth.

Student-Centered Approach

The school district shall accept a student’s asserted gender identity; parental consent is not required. A student need not meet any threshold diagnosis or treatment requirements to have his or her gender identity recognized and respected by the school district, school, or school staff members. In addition, a legal or court-ordered name change is not required. There is no affirmative duty for any school district staff member to notify a student’s parent of the student’s gender identity or expression.



There may be instances where a parent of a minor student disagrees with the student regarding the name and pronoun to be used at school and in the student's education records. In the event a parent objects to the minor student's name change request, the Superintendent or designee should consult the Board Attorney regarding the minor student's civil rights and protections under the NJLAD. School staff members should continue to refer to the student in accordance with the student's chosen name and pronoun at school and may consider providing resource information regarding family counseling and support services outside of the school district.

School districts should be mindful of disputes between minor students and parents concerning the student's gender identity or expression. Many support resources are available through advocacy groups and resources from the New Jersey Department of Children and Families and New Jersey Department of Education's "Child Abuse, Neglect, and Missing Children" webpage.

The Principal or designee should have an open, but confidential discussion with the student to ascertain the student's preference on matters such as chosen name, chosen pronoun to use, and parental communications. A transgender student shall be addressed at school by the name and pronoun chosen by the student, regardless of whether a legal name change or change in official school records has occurred. The school shall issue school documentation for a transgender student, such as student identification cards, in the name chosen by the student. A transgender student shall be allowed to dress in accordance with the student's gender identity.

The Principal or designee should also discuss with the student, and any other individuals at the student's request, the risks associated with the student's transgender status being inadvertently disclosed. For example, the Principal or designee should inform the student the transgender status may be revealed due to other students' discussions at home. The Principal or designee should work with the transgender student to ensure awareness of activities and events that may inadvertently disclose the transgender student's status.

Safe and Supportive Environment

The Board developed and adopted this Policy to ensure that its schools provide a safe and supportive learning environment that is free from discrimination and harassment for transgender students, including students going through a gender transition. Gender-based policies, rules, and practices can have the effect of marginalizing, stigmatizing, and excluding students, whether they are gender nonconforming or not.



The Superintendent or designee shall review and update existing policies and procedures, including those regarding classroom activities, school ceremonies, school photographs, and dress codes, to verify transgender students are not excluded. In addition, the school district shall take the following steps to establish and maintain a nondiscriminatory environment for all students, including transgender and transitioning students:

- The school district must comply with N.J.S.A. 18A:37-15 and N.J.A.C. 6A:16-7.7, which prohibit harassment, intimidation, and bullying. The Board is required to develop, adopt, and implement a Policy in accordance with N.J.S.A. 18A:37-15 and N.J.A.C. 6A:16-7.7 that prohibits harassment, intimidation, or bullying on school property, at a school-sponsored function, or on a school bus. If harassment, intimidation, or bullying based on gender identity creates a hostile environment, the school must take prompt and effective steps to end the harassment, intimidation, or bullying, prevent its recurrence, and, as appropriate, remedy its effects.
- The Superintendent or designee should ensure training is provided to school staff members on sensitivity and respect towards transgender students.
- Social and Emotional Learning (SEL) concepts should be incorporated into school culture and curricula.
- The school district may seek a variety of professionals, including counselors and school psychologists, to provide emotional supports for all students who demonstrate a need. The Superintendent or designee shall ensure school counselors are knowledgeable regarding issues and concerns relevant to transgender students, students facing other gender identity issues, or students who may be transitioning.
- Student dress codes should not be enforced more strictly for transgender and gender nonconforming students than for other students.
- The school district shall honor and recognize a student's asserted gender identity, and shall not require any documentation or evidence in any form, including diagnosis, treatment, or legal name change.



-
- A school's obligation to ensure nondiscrimination on the basis of gender identity requires schools to provide transgender students equal access to educational programs and activities, even in circumstances in which other students, parents, or community members raise objections or concerns.

Confidentiality and Privacy

School staff members may not disclose information that may reveal a student's transgender status except as allowed by law. The Principal or designee is advised to work with the student to create an appropriate confidentiality plan regarding the student's transgender or transitioning status.

The school district shall keep confidential a current, new, or prospective student's transgender status. Schools should address the student using a chosen name and the student's birth name should be kept confidential by school and school staff members.

Due to a specific and compelling need, such as the health and safety of a student or an incident of bias-related crime, the school district may be obligated to disclose a student's status. In this event, the Principal or designee should inform the student the school or school district intends to disclose the student's transgender status for the student's protection and well-being. Prior to disclosure, the student should be given the opportunity to personally disclose that information. The school district should make every effort to ensure any disclosure is made in a way that reduces or eliminates the risk of re-disclosure and protects the transgender student from further harassment. Those measures may include the facilitation of counseling for the student and the student's family to facilitate the family's acceptance and support of the student's transgender status.

During a harassment, intimidation, or bullying investigation the school district is obligated to develop a procedure to report, verbally and in writing, an act of harassment, intimidation, and bullying committed by an adult or youth against a student, pursuant to N.J.A.C. 6A:16-7.7(a)2viii. In this instance, the Principal or designee should inform the student of the school's obligation to report the findings of the harassment, intimidation, and bullying investigation pursuant to N.J.S.A. 18A:37-15(d), which permits the parents of the students who are parties to the investigation to receive information about the investigation in accordance with Federal and State law and regulation. Under harassment, intimidation, and bullying legal requirements, parents are entitled to know the nature of the investigation; whether the district found evidence of harassment, intimidation, or



bullying; or whether disciplinary action was imposed or services provided to address the incident of harassment, intimidation, or bullying.

The Principal or designee shall take into account the circumstances of the incident when providing notification to parents of all students involved in the reported harassment, intimidation, or bullying incident and when conveying the nature of the incident, including the actual or perceived protected category motivating the alleged offense, pursuant to N.J.A.C. 6A:16-7.7(a)2viii(2).

Disclosure of personally identifiable information from a student's education record to other school officials within the school district, whom the school district has determined have a legitimate educational interest in the information, may be permissible under Family Educational Rights and Privacy Act (FERPA) (34 C.F.R. § 99.31(a)(1)). The school district shall make a concerted effort to ensure school officials obtain access to only those education records in which they have legitimate educational interests.

The school district shall comply with all laws and regulations regarding the confidentiality of student records and student privacy, including the requirements set forth at 20 U.S.C. § 1232g, Family Educational Rights and Privacy Act; 34 CFR Part 99, Family Educational Rights and Privacy; 20 U.S.C. § 1232h, Protection of Pupil Rights; 34 CFR Part 98, Student Rights in Research, Experimental Programs, and Testing; P.L. 104-191, Health Insurance Portability and Accountability Act; 45 CFR Part 160, General Administrative Requirements; 20 U.S.C. § 7917, Transfer of school disciplinary records; 42 CFR Part 2, Confidentiality of Alcohol and Drug Abuse Patient Records; N.J.S.A. 18A:40A-7.1, Confidentiality of certain information provided by pupils, exceptions; N.J.A.C. 6A:16-3.2, Confidentiality of student alcohol and other drug information; N.J.S.A. 18A:36-19, Pupil Records, creation, maintenance and retention, security and access, regulations, nonliability; N.J.S.A. 2A:4A-60, Disclosure of juvenile information, penalties for disclosure; N.J.A.C. 6A:32-7, Student Records; N.J.A.C. 6A:14-2.9, Student records; as well as all other existing Federal and State laws and rules pertaining to student records and confidentiality.

School Records

If a student has expressed a preference to be called by a name other than their birth name, permanent student records containing the student's birth name should be kept in a separate, confidential file. This file should only be shared with appropriate school staff members after consultation with a student. A separate file containing records bearing the student's chosen name may also be kept. If the



student has previously been known at school or in school records by a birth name, the Principal or designee should direct school staff members to use the student's chosen name and not the student's birth name.

To ensure consistency among teachers, school administrators, substitute teachers, and other school staff members, every effort should be made to immediately update student education records (for example, attendance records, transcripts, Individualized Education Programs (IEP), etc.) with the student's chosen name and gender pronouns, consistent with the student's gender identity and expression, and not circulate records with the student's birth name, unless directed by the student.

- The school district shall report to the New Jersey Department of Education (NJDOE) through NJ SMART a student's name or gender based upon that student's chosen name and corresponding gender identity. Changing the name or gender identity from what was reported in previous years will not affect the reliability of the data reported.
- If the school district changes a student's name or gender identity, it must also maintain locally a separate record reflecting the student's legal name and sex assigned at birth until receipt of documentation of a legal change of name or gender.

Activities

With respect to gender-segregated classes or athletic activities, including intramural and interscholastic athletics, all students must be allowed to participate in a manner consistent with their gender identity.

The school district shall:

- Provide transgender students with the same opportunities to participate in physical education as other students in accordance with their gender identity;
- Permit a transgender student to participate in gender-segregated school activities in accordance with the student's gender identity;
- Permit and support the formation of student clubs or programs regarding issues related to lesbian, gay, bisexual, transgender, and queer/questioning (LGBTQ) youth; and



-
- Offer support in the creation of peer led educational groups.

Use of Facilities

All students are entitled to have access to restrooms, locker rooms, and changing facilities in accordance with their gender identity to allow for involvement in various school programs and activities.

In all cases, the Principal or designee must work with the student and school staff members so all parties are aware of facility policies and understand the student may access the restroom, locker room, and changing facility that corresponds to the student's gender identity. While some transgender students will want this arrangement, others may be uncomfortable with it. Transgender students who are uncomfortable using a sex-segregated restroom should be provided with a safe and adequate alternative, such as a single "unisex" restroom or the nurse's restroom. Similarly, some transgender students may be uncomfortable using the changing facilities that correspond to the student's gender identity. Non-transgender students should also be afforded the option to use a private facility, such as a unisex facility or the nurse's restroom, should they feel uncomfortable.

- The school district shall allow a transgender student to use a restroom or locker room based on the student's gender identity.
- Reasonable alternative arrangements shall be made if needed to ensure a student's safety and comfort. This direction for accommodations should come from the student.

The Superintendent or designee will make available to school staff members a variety of resources regarding professional development opportunities as sourced by the NJDOE as well as developmentally appropriate information for students regarding LGBTQ issues.

The Board adopts this Policy to help school and district administrators take steps to create an inclusive environment in which transgender and gender nonconforming students feel safe and supported, and to ensure each school provides equal educational opportunities for all students, in compliance with N.J.A.C. 6A:7-1.1 et seq.

N.J.S.A. 18A:36-41; 18A:37-15



N.J.A.C. 6A:7-1.1 et seq.; N.J.A.C. 6A:16-7.7
New Jersey Department of Education – October 2018
Transgender Student Guidance for School Districts

Adopted:

