

GATEWAY REGIONAL SCHOOL DISTRICT



CODE OF CONDUCT

School Year 2023- 2024

I. CORE VALUES

As a school community we believe that agreed upon, common core values are necessary in order to drive and shape the Code-of-Conduct. These are the principles that guide our actions as students and staff in our building.

- 1. We are here to learn and to teach.**
- 2. Everyone has the right to be treated with respect and dignity at all times.**
- 3. School is a special place that has its own set of standards.**
- 4. There is a right way to express yourself in our school if you want to be heard.**
- 5. Drugs and weapons have no place in our school.**
- 6. Conflicts should be resolved peacefully, not violently.**
- 7. Everyone has the right to feel safe.**

II. STATEMENT OF BELIEFS

The Gateway Regional Code-of-Conduct is based on the following beliefs. This code will:

- Ensure that an atmosphere conducive to quality learning is maintained.
- Provide for the safety and welfare of the school population.
- Allow for preventive and intervention strategies whenever possible.
- Be consistent and fair for all students.
- Encourage long term behavior modification to eliminate future disciplinary infractions.
- Encourage parental involvement at every level.
- Incorporate "natural" consequences whenever possible.
- Where possible, include students "owing their own time" over losing school time.
- When all traditional discipline strategies have been exhausted and have proven ineffective, allow for "equivalent discipline".
- Allow for extenuating circumstances in the administration of discipline.

III. GOALS OF THE CODE-OF-CONDUCT

The goals of the Code-of-Conduct, in part, are to support the classroom teacher once all available classroom management techniques have been exhausted.

1. To protect learning and instruction;

2. To promote mutual respect for others and the school;
3. To ensure students take full advantage of their educational opportunities;
4. To create a safe environment for learning.

IV. PARENTAL INVOLVEMENT AND SUPPORT

We at Gateway Regional believe that no Code-of-Conduct can be successful without the support and involvement of our parents. Almost every infraction in our Code-of-Conduct involves parents - either through telephone contact, letter, email or conference. That is why it is very important to establish a relationship built on cooperation and mutual responsibility.

When we involve parents in a disciplinary action concerning their child, it is not with the message, "What are you going to do about it?" but rather, "How can we work together to address this situation and prevent it from occurring in the future?" Our strongest motivation is prevention not punishment.

Our Code-of-Conduct has four very clear goals: 1) To protect learning and instruction; 2) To promote mutual respect for others and the school; 3) To ensure students take full advantage of their educational opportunities; 4) To create a safe environment for learning. We believe that most parents support us in these goals for their child and for all children in the school.

We recognize that there will be times when parents disagree with our decisions regarding discipline. Parents can seek appeal through the principal when this occurs. Again, our attempt is not to be unfair or overly punitive, but to support the goals we have established in our Code-of-Conduct. The support of the parents in these efforts is crucial if we are to continue to maintain a safe and orderly environment for learning.

V. STUDENT'S RIGHTS AND RESPONSIBILITIES

Student Rights

A substantial body of state and federal laws address the rights of students. These are outlined in the New Jersey State Administrative Code and summarized in the 1995 State Department document entitled "Student Codes of Conduct". These documents will guide any questions that may arise in these areas. These rights include:

- The right to a public education;
- The right to attend school in a safe environment;
- First Amendment rights;
- Protection from discrimination and harassment/entitlement to respectful

- communication;
- Access, confidentiality, and content of pupil records;
- No exclusion due to marriage, pregnancy or parenthood;
- Due process in disciplinary matters;
- Search and seizure rights within a school setting.

Harassment, Intimidation, and Bullying (HIB) Policy

The Board of Education prohibits acts of harassment, intimidation, or bullying of a pupil, staff member, volunteer, or visitor. A safe and civil environment in school is necessary for pupils to learn and achieve high academic standards. Harassment, intimidation, or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a pupil's ability to learn and a school's ability to educate its pupils in a safe and disciplined environment. Since pupils learn by example, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation, or bullying.

The districts' Harassment, Intimidation, and Bullying (HIB) policy is located on the district's website. Individuals may report HIB to any staff member, or by requesting a form at the main or guidance offices, using the district's electronic reporting system, STOPIT, located on the district's website.

If you have questions or concerns you may contact: Mrs. Aimee Little, Anti-bullying Specialist, at 856-848-8200 ext. 227; or Mr. Louis Raba, Anti-bullying Coordinator, at ext. 212.

Due Process in disciplinary actions

Students have the following due process rights for suspensions:

1. Right to present his or her side of story;
2. Right to appeal a out-of-school suspension. With the knowledge and approval of a parent, a student can submit a written notice to the principal to appeal a decision by the vice-principal. If not satisfied with the principal's decision, the student also can appeal in writing to the superintendent. The appeal process can take no longer than 24 hours from the initial assignment of the consequence to the decision by the superintendent. While under appeal, the out-of-school suspension will be delayed no more than one day.

Lowering of grades/denial of credit

- Grades cannot be lowered as a result of work missed while a student is suspended.
A suspended student must be given the opportunity to make up the work.

- The student can lose credit for the class based on the student's lack of attendance. In cases where denial of credit is proposed, the student must be given the opportunity to review his or her attendance record and present his or her case as to why credit should not be withheld.

Exclusion from extracurricular activities, school functions or graduation

A student's entitlement to a thorough and efficient education does not extend to extracurricular activities, school functions, sports or graduation exercise when denied as part of disciplinary sanction. The principal has discretionary power to exclude a student from these activities when such measures are reasonable and designed to maintain the order and the integrity of the school environment.

Student Responsibilities

In order to benefit from the public education provided to them by law, students should recognize and accept their responsibility as citizens of our school in the following areas:

1. Attendance

Regular attendance at school is a fundamental responsibility of students. Parents and school officials are obliged to see that school-age students actually attend school. The compulsory education laws hold the parent or guardian of children between the ages of 6 and 16 responsible for their regular school attendance, while school officials are responsible for monitoring such attendance and invoking truancy procedures when necessary. While the compulsory education statutes require school attendance until age 16, as a practical matter, students may not withdraw from school without parental permission until they have reached the age of majority (18) or have been declared emancipated minors.

Lateness, cutting, and excessive or unexcused absenteeism not rising to the level of truancy are also serious matters which, while not resulting in court sanctions against parents, will be a cause for student discipline or other modes of intervention as a matter of our policy.

2. Application to Studies

Under State law, students are expected to apply themselves to the tasks set out for them by our school. These include striving to attain established goals and objectives, completing assignments, and contributing to the classroom and school environment.

3. Appropriate Conduct

Also under State law, students are responsible for following our school rules and behaving in a manner consistent with maintaining a positive learning environment. Students are expected to follow the authority of teachers and other officials, exercise an appropriate degree of self-control in their words

and actions, resolve conflicts in a constructive manner, respect the persons and property of fellow students and the school, comport themselves with honesty, and report violence, vandalism and other improper or unlawful activity to a person in authority. While recognizing that they have certain rights, students must also accept that such rights carry with them certain responsibilities. For example, freedom of speech is balanced by a responsibility for statements made; the right to transportation is contingent on good behavior while on the bus.

4. Lockers and Locks

Each student will be assigned an individual locker with a lock assigned to that locker. Students are responsible for locks that are stolen or missing. Students will be charged a \$7.00 lost lock fee. School locks are the only locks permitted to be used on hall lockers. Students are responsible for keeping their lockers neat, clean and locked at all times. Students should note that the school district accepts no liability for personal property.

Student lockers are the property of the Board of Education and are subject to inspection by the administration in accordance with 18A: 36-19.2. As every student is assigned an individual locker, they are responsible for all of the contents of their assigned locker.

Students will be issued a locker and lock to use during physical education class. This locker will be theirs for the period they are assigned to physical education. This lock must be used to safely secure all personal belongings during every Physical Education Class and must be removed after each class.

VI. PREVENTION

In the classroom, experienced teachers know that effective classroom management begins with prevention. Setting clear expectations for behavior, planning stimulating and interesting lessons, keeping students on task, and using effective communication practices are some of the preventive measures teachers use. The less a teacher has to deal with discipline the better. A teacher who relies exclusively on corrective and punitive measures to control behavior has a classroom management program that is out of balance.

The same holds true for school wide discipline. A discipline or code-of-conduct policy that does not emphasize prevention first is a policy that is out of balance. Like the classroom, the less the school has to deal with discipline, the more time we can deal with learning and instruction. So if a discipline or Code-of-Conduct Policy is to be truly comprehensive, it must incorporate strategies for prevention.

What are some preventive measures that a Code-of-Conduct Policy can emphasize? Here is a partial list:

- Strive to make all students feel connected to the school. One way this is done is to build a strong and active extracurricular program attempting to attract those students who regularly impact the discipline system;
- Establish mentor programs. Prevent students from being anonymous in our school. Students who continually impact the discipline system are typically kids who refuse to be anonymous;
- Encourage effective communication practices by everyone in the school;
- Support and publicize the core values of our school. All members of the staff should model and support these with students;
- Express appreciation when students begin to follow the rules, i.e. notes, phone call home, personal contact.
- Study management reports on discipline. Analyze where problems are occurring and what can be done to minimize them at a systemic level.
- Many times students react in inappropriate ways because they lack the social skills to respond appropriately. Programs should be explored that can be integrated into the curriculum that address social skills.

Prevention takes the effort of everyone in the school.

VII. GENERAL GUIDELINES FOR THE ADMINISTRATION OF THE CODE-OF-CONDUCT

1. The principal maintains the authority to exclude a student from extra-curricular activities including athletic events, trips, dances, and club functions as part of any consequence caused by a student violating our Code-of-Conduct. Removal of other privileges such as parking is also at the discretion of the principal. In certain extraordinary circumstances, the principal can deny a student participation in graduation ceremonies if the infraction is serious enough to warrant such action.
2. Classified students receive the same consequences as all other students with the following exceptions in accordance with Federal Civil Rights statutes and New Jersey law:
 - If a modification to the Code-of-Conduct Policy is stated in the child's I.E.P. These modifications will state alternate consequences but will not exempt any classified student from receiving consequences for violation of school rules. The CST will ensure the building administration receives the I.E.P.'s for these students at the beginning of the year;

- In accordance with 6A:16-7.2(5)(i), educational services that are comparable to those provided in the school for students of similar grades and attainment shall be provided within five (5) school days of a suspension. In accordance with 6A:14-2.8(a)2, educational services provided to general education students [in accordance with 6A:16-7.2(5)(i)] also applies to students with disabilities. Guidelines in accordance with 6A:14-2.8(c) regarding notice, change of placement, and manifestation determination remain in place.
 - In accordance with 6A:14-2.8(b), school district personnel may, on a case-by-case basis, consider any unique circumstance when determining whether or not to impose a disciplinary sanction or order a change of placement for a student with a disability who violates a school code of conduct.
3. In the event consequences prove ineffective over a period of time to any given student, the vice-principal with approval from the principal, has authorization to try alternate, non-traditional approaches to attempt to modify the behavior(s). Possible strategies discussed include:
 - Referral to Mental Health services;
 - Parent shadowing child during the day;
 - Owing service in the community and/or school;
 - Mandatory enrollment in support groups in the community, i.e. AA.
 4. The principal or his/her designee has the authority to increase the number of offenses in order to assign more consequences if the infraction warrants it. Example: In School Support (ISS) can be changed to an external suspension. They also have the authority to modify consequences based on significant instructional factors that come to their attention. In the event that a consequence needs to be modified, a two-way communication process between the referring teacher and the building administrator will be in effect. Modifications to major offenses can only be made with the approval of the Superintendent of Schools.
 5. In cases of appeal to the principal or the superintendent regarding a suspension, the principal will notify the referring teacher and administrator as to the outcome of the appeal.
 6. Administration will make a determination as to when police would be notified to aid in addressing a situation.
 7. As appropriate, a student can be requested to apologize to the offended party for any given offense.
 8. It is an assumption throughout this document that students are, first and foremost, answerable to their classroom teacher. Therefore, the sanctions delineated in this

document are those used by the administration after individual teachers have worked with a student to remediate inappropriate behavior. Consequently, while a consequence may be a "first offense," it often should be a third or fourth intervention with a student, especially in less critical situations found under Tiers 1 and 2 of the Code-of Conduct.

9. Offenses should be viewed cumulatively. If a student is disrespectful for three different teachers, the student is to be addressed at the third level of consequence, not in isolation based on teachers.
10. In as many cases as possible, contact or notification of parents should be by phone to ensure immediacy of response. A follow-up letter is recommended as well.
11. In some circumstances, students may warrant exclusion from a class/period due to unacceptable behaviors or safety considerations.
12. Classroom teacher may request that an administrative detention be changed to a teacher detention or homework clinic. The teacher needs to inform the appropriate administrator. Homework monitor or detention monitor will ensure that all students assigned for lateness spend time on appropriate schoolwork.
13. Active Participant: A student that has any level of involvement in a behavior which violates the code of conduct. This includes but is not limited to cheering on or encouraging another student(s) behaviors, being present for an inappropriate behavior and not reporting it to a teacher or an administrator.
14. Interfering with an Investigation: Any student who knowingly deceives or refuses to cooperate with an active investigation in which a teacher or administrator is involved with. This would encompass any student that deliberately does not share pertinent information dealing with an ongoing, fluid investigation. The goal is for our students to be transparent, truthful and forthcoming with all information.

*Discipline would be assigned within the range of the inappropriate behavior(s) within the code of conduct

VIII. PRIVILEGE DEMERITS

One of the beliefs of the Gateway Regional High School District Code-of-Conduct states that the code should "allow for preventative and intervention strategies whenever possible." Many of the consequences outlined in the current Code-of-Conduct support the concept that administration assigns a consequence to a student based on the student's reported inappropriate behavior. In the majority of situations, this approach has achieved desired results. However, in a small, but significant, percentage of the cases, this has not been the case. Therefore, the concept of a privilege demerit has been implemented in order to discourage negative student behaviors. The thought is that if students are not motivated to

change behavior because they want to avoid detentions or suspension, students may be motivated to change if certain school privileges and social interactions could be removed due to poor behavior.

Each year, the Code-of-Conduct committee consisting of teachers, administrators, and community members convene and at times revise the procedure by which students accumulate demerits. Currently students will obtain privilege demerits for every violation that merits an In School Support (ISS) or external suspension. 10 days suspension is 3 demerits, 1 to 9 days suspension is 2 demerits and 1 ISS incident is 1 demerit. For example, if a student obtains 2 days of ISS because of a gross infraction or repeated misbehavior, the student would earn one (1) privilege demerit for that offense. Similar to previous years, once a student has received four (4) privilege demerits, a privilege would be removed. The specific criteria for each grade level is listed below. In addition any student who is internally or externally suspended from school will not be allowed to participate in any school function or event while suspended. A suspension is over at the start of the next school day.

Demerit #	Grades 7 and 8	Grades 9 and 10	Grade 11	Grade 12
4	Pep Rallies	Homecoming	Homecoming	Homecoming
5	Assemblies	Pep Rallies	Pep Rallies	Pep Rallies
6	Dances	Assemblies	Assemblies	Assemblies
7	Class Trips	Field Trips	Parking Field Trips Dances/Sp. Events	Senior Privilege sign-out Parking Field Trips Dances/Sp.Events Project Graduation Senior Trip Prom Graduation Events: Senior Breakfast Baccalaureate Awards Ceremony
8	Field Trips	Dances/Sp.Events	Prom	
9	Field Day	Prom		
10	Clubs/Activities			

*Administration will review and make necessary recommendations regarding the demerit system in certain cases.

ANNUAL PUBLIC NOTICE

In accordance with USDE Guidelines IV-O, Title VI: 34 C.F.R. § 100.6 (d) this notice shall serve to advise students, parents, employees and the general public that all Career and Technical Education opportunities offered by Gateway Regional High School are available regardless of race, color, national origin, gender or disability.

During the academic year, Gateway Regional High School shall offer the following Career and Technical programs as described below and make available online at

(<http://www.gatewayhs.com>). The Gateway Regional High School admission and criteria for selection in career and technical education programs do not restrict any race, color, sex, national minority origin or student with a **disability** from participation or access in the Gateway Regional High School career programs.

1. Program Offered

- **Secondary Subrecipients** - The district programs are offered to all students **regardless of race, color, national origin, gender or disability**. They are designed to provide students with the necessary knowledge and skills they will need to immediately enter the workforce. **CTE** Programs and Programs of Study prepare students in the following careers:
 - i. Engineering
 - ii. Construction and Manual Trades

2. Admissions Criteria

- **Secondary Subrecipients** - Career and Technical applicants are open to all students regardless of race, color, national origin, gender or disability. Applicants are required to meet the district's general admission criteria as well as the individual program's admission criteria. Applicants must contact the District Guidance Director to determine eligibility and qualifications for a specific program.

3. English Language Proficiency

- Gateway Regional High School will take steps to assure that the lack of English-language proficiency will not be a barrier to admission and participation in CTE programs.

4. Title IX and Section 504 Complaints

The following individuals are designated to coordinate compliance and handle complaints under Title IX and Section 504.

Title IX - Section 504 - Affirmative Action Officer

Mrs. Dana DeGeorge
Gateway Regional High School
775 Tanyard Rd
Woodbury Heights, NJ 08096
856-848-8200

Gateway Regional Notice of Non-discrimination

Gateway Regional High School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Mrs. [Dana DeGeorge](#), Assistant Principal,
Coordinator for 504 and Title IX; Affirmative Action Officer
775 Tanyard Rd
Woodbury Heights, NJ 08096
856-848-8200

**GATEWAY REGIONAL HIGH SCHOOL GRIEVANCE POLICY
RIGHTS OF PERSONS WITH DISABILITIES/POLICY ON NON-DISCRIMINATION (M)
RIGHTS OF PERSON RELATED TO TITLE IX NON-DISCRIMINATION**

Section 504

It is the policy of the Board of Education that no disabled person shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in employment or under any program, activity or vocational opportunities sponsored by this Board. The Board shall comply with §504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

Notice of the Board's policy on nondiscrimination in employment will be included in the Board policy manual, posted throughout the district, and referenced in any district statement regarding the availability of employment positions or educational services.

Title IX

It is the policy of the Board of Education that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity operated by a recipient which receives Federal financial assistance. This subpart does not apply to actions of a recipient in connection with admission of its students to an education program or activity of (1) a recipient to which subpart C does not apply, or (2) an entity, not a recipient, to which subpart person shall, on the basis of gender, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in employment or under any program, activity or vocational opportunities sponsored by this Board. The Board shall comply with IX of the Education Amendments of 1972, Pub. L. 92-318, as amended by section 3 of Pub. L. 93-568, 88 Stat. 1855.

No person shall, on the basis of sex, be denied admission, or be subjected to discrimination in admission, by any recipient to which this subpart applies pursuant **to** § 106.21.

Employment

No employee or candidate for employment shall be discriminated against in recruitment, hiring, advancement, discharge, compensation, training, transfer, or any other term, condition, or privilege of employment solely because of his/her disability, provided the employee or candidate can, with or without reasonable accommodation, perform the essential functions of the position sought or held.

No candidate for employment shall be required to answer a question or submit to an examination regarding a disability except as such disability relates directly to the performance of the job sought. No candidate will be discriminated against on the basis of a disability that is not directly related to the essential function of the position for which he/she has applied.

Reasonable accommodations, not directly affecting the educational and/or instructional program, shall be made to accommodate employment conditions to the needs of qualified persons with disabilities. Such accommodations may include, but are not limited to rescheduling; restructuring jobs; making facilities accessible; acquiring or modifying equipment; modifying examinations, training materials, policies and procedures; and providing readers or interpreters.

The Board employment policies and procedures shall comply with the Americans with Disabilities Act.

Facilities Accessibility

No qualified disabled person shall, because of the school district's facilities being inaccessible or unusable by disabled persons, be denied the benefits of, be excluded from participation in or otherwise be subjected to discrimination under any program or activity offered by the Board. No new facilities shall be constructed that do not fully comply with §504 of the Rehabilitation Act of 1973 and the American with Disabilities Act. Alterations to existing facilities or part thereof, shall be altered in such a manner to the maximum extent feasible, that the facilities are readily accessible and usable by individuals with disabilities who have a need to access Board facilities.

Educational Program Accessibility

No qualified disabled person shall be denied the benefit of, be excluded from participation in, or otherwise be subjected to discrimination in any activity offered by this district.

The Board has an affirmative obligation to evaluate a pupil who is suspected of having a disability to determine the pupil's need for special education and related services. The Board directs that all reasonable efforts be made to identify children with disabilities in this district who are eligible for special education and/or related services in accordance with the Individuals with Disabilities Education Act, §504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.

Section 504 of the Rehabilitation Act requires the Board to address the needs of children who are considered disabled under §504 and do not qualify for services under the Individuals with Disabilities Education Act. A pupil may be disabled within the meaning of §504, and therefore entitled to regular or special education and related aids and services

under the §504 regulation, even though the pupil may not be eligible for special education and related services under Part B of the Individuals with Disabilities Education Act.

No pupil will be denied, because of his/her educational disability, participation in co-curricular, intramural, or interscholastic activities or any of the services offered or recognitions rendered regularly to the pupils of this district.

There will be grievance procedures for persons alleging discriminatory acts by the Board and/or staff. The due process rights of pupils with disabilities and their parents will be rigorously enforced.

Enforcement

- Mrs. Dana DeGeorge, Assistant Principal, is designated as the district coordinator for matters dealing with 504. The district coordinator can be contacted at the following addresses or telephone numbers: 775 Tanyard Rd, Woodbury Heights, NJ 08096; 856-848-8200.
- Mrs. Dana DeGeorge, Assistant Principal, is the designated as the Title IX coordinator for matters dealing with Title IX. The district coordinator can be contacted at the following addresses or telephone numbers: 775 Tanyard Rd, Woodbury Heights, NJ 08096; 856-848-8200.

A complaint regarding a violation of law and/or this policy will be subject to a complaint procedure that provides for the prompt and equitable resolution of disputes.

The complainant shall be notified of his/her rights of appeal at each step of the process, and accommodations to the needs of disabled complainants shall be made. A complainant shall be informed of his/her right to file a formal action for redress with or without recourse to the complaint procedure established by this policy and its accompanying regulation.

Complaint and Resolution Process

The complaint and resolution process is designed to receive, investigate, evaluate and resolve a complaint or report of civil rights discrimination, harassment or retaliation within **sixty (60) days** and will be conducted with that end in mind.

The primary steps in the process are:

1. Injured party or witness notifies the Title IX/ 504 Coordinator of a violation or potential violation immediately or within 24 hours.
2. Title IX/ 504 Coordinator helps reporter prepare a formal complaint or report.

3. Title IX/504 Coordinator establishes any interim remedies required to protect student, school, campus, and/or workplace safety.
4. Title IX/VII/ADA/504 Coordinator conduct a review with necessary parties related to conduct complaint resolution.
5. Title IX/ 504 Coordinator provides concurrent official notice of the complaint to the complaining and accused parties and the district administrator for the parties.
6. Investigative Panel launches an investigation to include interviewing witnesses and collecting evidence.
7. A decision is rendered to the injured party within 120 days.
8. An appropriate Resolution of the complaint is rendered based on the investigative findings and the preponderance of all evidence collected by the Panel.
9. A written Resolution concurrently to the complainant, accused and administrator(s) is prepared.
10. Recommendations for discipline and/or student sanctions to the responsible administrator for evaluation and action is provided.
11. The responsible Administrator implements appropriate Discipline or Sanctions, separate and apart from the Complaint Resolution Procedure but within, or as close to, the sixty (60) day Resolution Period as possible.
12. The complainant and accused each have the opportunity to accept the Resolution or submit an appeal to the Title IX/VII/ADA/504 Coordinator.
13. Appeals are processed in accordance with Civil Rights Appeal Procedure

A complaint regarding the identification, evaluation, classification, or educational program of a pupil with a disability shall be governed by the due process rules of the State Board of Education, N.J.A.C. 6A:14-2.7 and the Office of Administrative Law, N.J.A.C. 1:6A-1 et seq., and by the procedural safeguard processes established by Board Policy or the grievance procedures..

Guarantee of Rights

The Board shall not interfere, directly or indirectly, with any person's exercise or enjoyment of the rights protected by the §504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the Individuals with Disabilities Education Act.

The Board shall not discriminate against any person for that person's opposition to any act or practice made unlawful by law or this policy or for that person's participation in any manner in an investigation or proceeding arising under §504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the Individuals with Disabilities Education Act.

Evaluation and Compliance

The Board directs the Superintendent to evaluate district programs and practices on nondiscrimination, in accordance with law, and to report evaluations to the Board. The Board will submit such assurances of compliance as are required by law.

Annual Public Notice

This Policy will be published yearly prior to the beginning of the school year in a regional newspaper, magazine, website and/or other written communication that is available to the public in accordance with the Guidelines IV-O, Title VI: 34 C.F.R. § 100.6 (d).

29 U.S.C. 794 (Sec. 504, Rehabilitation Act of 1973)

20 U.S.C. 1401 et seq. (Individuals with Disabilities Education Act) 42 U.S.C. 12101 (Americans with Disabilities Act of 1990)

N.J.S.A. 10:5-1 et seq.

N.J.S.A. 18A:18A-17 N.J.A.C.

6A:14-1 et seq.

34 CFR Part 104

34 CFR Part 106

Legal Citations

Section 504

C.F.R. 104.7 (b)

(b) *Adoption of grievance procedures.* A recipient that employs fifteen or more persons shall adopt grievance procedures that incorporate appropriate due process standards and that provide for the prompt and equitable resolution of complaints alleging any action prohibited by this part. Such procedures need not be established with respect to complaints from applicants for employment or from applicants for admission to postsecondary educational institutions.

Title IX

C.F.R. 106.9(b)

(b) *Complaint procedure of recipient.* A recipient shall adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action which would be prohibited by this part.

