

PROMOTION/RETENTION

The Township of Union Board of Education recognizes that personal, social, physical and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

The superintendent shall direct development of and the board shall adopt detailed regulations to govern progress of students through levels K-12. The regulations shall include:

- A. Standards of proficiency related to district goals and objectives;
- B. Standards of attendance, and provision for review of mastery;
- C. Timely efforts to help all students achieve acceptable levels of proficiency;
- D. Timely notification of parents/guardians when there is a possibility of failure and immediate consultation with the parent/guardian if the student's progress is not sufficient to meet promotion and remediation standards;
- E. Procedures for parents/guardians and adult students to appeal promotion/retention decisions;
- F. Procedures for involving parents/guardians in the design of the remedial program.

Parents/guardians will be notified whenever exceptions are contemplated in a student's normal progression from level to level. The final decision in all cases will rest with school authorities.

Adopted: June 1999
NJSBA Review/Update: April 2012
Readopted: April 29, 2014

Key Words

Promotion, Retention, Bilingual

Legal References:	<u>N.J.S.A.</u> 18A:4-24	Determining efficiency of schools; report to state board
	<u>N.J.S.A.</u> 18A:7C-2	Boards of education; establishment of standards
	<u>N.J.S.A.</u> 18A:35-4.9	Student promotion and remediation; policies and procedures
	<u>N.J.A.C.</u> 6A:8-4.1	Statewide assessment system
	<u>N.J.A.C.</u> 6A:8-4.2	Documentation of student achievement
	<u>N.J.A.C.</u> 6A:8-5.1	Graduation requirements
	<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts
	<u>N.J.A.C.</u> 6A:32-14.1	Review of mandated programs and services

Wheatley v. Board of Education of City of Burlington, 1974 S.L.D. 851

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

PROMOTION/RETENTION (continued)

Possible

<u>Cross References:</u>	*5113	Absences and excuses
	*5120	Assessment of individual needs
	*5124	Reporting to parents/guardians
	*6142	Subject fields
	*6142.2	English as a second language; bilingual/bicultural
	*6143	Curriculum guides
	*6145	Extracurricular activities
	*6146	Graduation requirements
	6146.1	Acceleration
	*6147	Standards of proficiency
	*6147.1	Evaluation of individual student performance
	*6171.1	Remedial instruction
	*6171.3	At-risk and Title 1

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

TOWNSHIP OF UNION BOARD OF EDUCATION
Union, New Jersey

FILE CODE: 6147

<u> </u>	Monitored
<u> X </u>	Mandated
<u> X </u>	Other Reasons

Policy

STANDARDS OF PROFICIENCY

The superintendent, in consultation with teaching staff, shall develop criteria for evaluation, indicators of achievement of the criteria, and acceptable standards of achievement for all grade levels, courses and programs offered by the district. The criteria, indicators and standards must be related to district goals and objectives. Parents/guardians shall be informed in a timely manner whenever their child appears in danger of failing to meet required proficiency levels. Parents/guardians shall be strongly encouraged to participate in designing remedial plans for their children.

These standards of proficiency shall include but not be limited to the ~~Core Curriculum Content Standards~~ **Common Core State Standards** identified by the State Department of Education and shall form the basis for the district's grading system. The specific indicators of achievement and standards of proficiency developed for all courses and programs accepted for credit toward high school graduation shall be given to students and parents/guardians, in writing, at the time the student registers for the course.

By the date required by law, the superintendent shall annually report to the board and the community at a regularly scheduled meeting an evaluation of student achievement toward meeting district and school goals and objectives.

Low student achievement shall be regarded by the board as an indication that revisions are needed in educational programming, general strategy, staff resource use, staff evaluation, and/or other aspects of the learning program.

~~All high school students must have attained a combined average of 1.5 or better for the seven subjects he/she attempted in the immediate preceding trimester or semester.~~

~~Any high school student who fails to meet the 1.5 standard shall be placed on "probationary status" and required to attend a supervised study/tutorial program during the trimester of probation.~~

~~The study/tutorial program shall take place twice a week in place of two physical education classes.~~

~~Students may be exited from the program in less than a trimester if they can, through teacher reports, demonstrate that their averaged performance will exceed the 1.5 minimum for that trimester.~~

~~Any student who fails to meet the 1.5 standard in any subsequent trimester shall be returned to or placed on a "probationary status" and be subjected to the study/tutorial program.~~

~~Students classified as educationally disabled and those certified to participate in the basic skills improvement program are exempt from the 1.5 standard. A change in status could subject these students to the 1.5 standard. (de-classification or exiting basic skills)~~

~~Other students with significant problems which impact on his/her ability to meet the 1.5 standard may apply for a temporary exemption. These requests shall be reviewed by a three member committee to be known as the "probation committee" consisting of a high school vice principal, the guidance supervisor and an intervention person who has knowledge of the student's problem.~~

STANDARDS OF PROFICIENCY (continued)

All high school students who are on "probation" must demonstrate consistent effort in the study/tutorial program who fail to meet reasonable performance and behavior standards shall be referred to the "probation committee." Students adversely affected may appeal to the assistant superintendent of schools.

Adopted: June 1999
 NJSBA Review/Update: April 2012
 Readopted: April 29, 2014

Key Words

Proficiencies, Standards of Proficiency

Legal References: N.J.S.A. 18A:7C-2 Boards of education; establishment of standards
N.J.S.A. 18A:7E-2 School report card program
 through -5 Review, update of the CCCS, Educational Adequacy
N.J.S.A. 18A:7F-46 Report
N.J.S.A. 18A:35-4.9 Student promotion and remediation; policies and
 procedures
N.J.A.C. 6A:8-1.1 et seq. Standards and Assessment
See particularly:
N.J.A.C. 6A:8-1.1, -1.3,-2.1,
 -4.1, -4.4, -5.1
N.J.A.C. 6A:14-4.11 Statewide assessment
N.J.A.C. 6A:15-1.1 et seq. Bilingual Education
See particularly:
N.J.A.C. 6A:15-1.11
N.J.A.C. 6A:23A-9.5 Commissioner to ensure achievement of the Core
 Curriculum Content Standards
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts
N.J.A.C. 6A:32-2.1 Definitions
N.J.A.C. 6A:32-12.1 et seq. Annual Reporting and Planning Requirement
N.J.A.C. 6A:32-13.1 et seq. Student Behavior
N.J.A.C. 6A:32-14.1 et seq. State and Federally Mandated Programs and Services

Abbott v. Burke, 149 N.J. 145 (1997) (Abbott IV)

Abbott v. Burke, 153 N.J. 480 (1998) (Abbott V)

Abbott v. Burke, 163 N.J. 95 (2000) (Abbott VI)

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

Possible

Cross References: *1120 Board of education meetings
 *5113 Absences and excuses
 *5120 Assessment of individual needs
 *5124 Reporting to parents/guardians
 *5125 Student records
 6000 Concepts and roles in instruction
 *6010 Goals and objectives
 *6140 Curriculum adoption

STANDARDS OF PROFICIENCY (continued)

- *6141 Curriculum design/development
- *6146 Graduation requirements
- *6146.2 Promotion/retention
- *6171.1 Remedial instruction
- *6171.3 At-risk and Title 1
- *6300 Evaluation of the instructional program

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

Policy

EVALUATION OF INDIVIDUAL STUDENT PERFORMANCE

Grading

The superintendent, in consultation with the teaching staff, shall develop a marking system to be used uniformly in the same grade level throughout the schools. The system should be clear, easily understood by parents/guardians and students, and able to be applied with consistency of interpretation. Computation of grade-point average and rank in class shall be uniform throughout the district. Evaluation and grading symbols shall be intended to appraise the student's progress toward established goals, and shall be a factor in promotion/graduation decisions.

The Township of Union Board of Education encourages the certified staff, under the direction of the superintendent, to employ a comprehensive approach to the use of appraisal and evaluative techniques in monitoring student progress, including, but not limited to, written and oral teacher-made tests, performance observation, parent/guardian interviews, formal and informal evaluation techniques, use of cumulative student records, and medical examinations. Recognized standardized achievement tests may also be used in grades designated by the board.

The superintendent shall have the right to review disputed grades and with board approval to adjust them.

Testing

In addition to testing procedures established in policy 5120 Assessment of Individual Needs, the school district shall establish and maintain a general testing program to:

- A. Improve the instructional program to assist students in achieving the ~~Core Curriculum Content Standards~~ **Common Core State Standards**;
- B. Measure the needs and progress of individual students;
- C. Measure the achievement of grade levels;
- D. Allow comparison of district students with national or other norms;
- E. Aid in evaluation of programs.

The district testing program shall embody at least the tests required by state and federal law. The administration shall continually scrutinize the applicability and effectiveness of tests being used in the district.

School personnel shall not use tests, procedures or other guidance and counseling materials that are differentiated or stereotyped on the basis of race, color, creed, religion, gender, affectional or sexual orientation, ancestry, national origin or social or economic status.

Any requests for surveys, student observations, or student questionnaires must be forwarded through the principal's office to the superintendent's office for approval before any survey or observation can be conducted. If the survey concerns any of the topics described in statute, the superintendent shall obtain written consent from parents/guardians or the students being surveyed at least two weeks prior to its administration.

EVALUATION OF INDIVIDUAL STUDENT PERFORMANCE (continued)

Individual results of standardized tests, including intelligence tests, shall be made available to parents/guardians upon their request, but shall be considered confidential information to be available only to authorized persons. School and district test results shall be discussed in a public meeting.

Assessments

The superintendent shall develop and present to the board annually for its approval an assessment program that complies with rules of the State Board of Education. ~~As a minimum, the program shall include the following assessments:~~

- ~~A. Fourth and fifth grade pupils in the district shall be assessed using the State Board of Education Elementary School Proficiency Assessment (ESPA) as provided by the New Jersey Department of Education.~~
- ~~B. Eighth grade pupils in the district shall be assessed using the Grade Eight Proficiency Assessment (GEPA) as provided by the New Jersey Department of Education.~~
- ~~C. Eleventh grade pupils in the district shall be assessed using the High School Proficiency Assessment (HSPA) as provided by the New Jersey Department of Education.~~
- ~~D. Twelfth grade pupils shall have met the requirements for the award of a high school diploma, in accordance with Policy No. 6146~~
- ~~E. The Board may determine that pupils in the district may be assessed by other standardized testing instruments.~~

Determining Class Rank

The superintendent shall develop procedures for determining class ranking that take into account:

- A. Records of transfer students;
- B. Honors and advanced courses.

Adopted: June 1999
 NJSBA Review/Update: April 2012
 Readopted: April 29, 2014

Key Words

Evaluation, Student Evaluation, Class Rank, Grading, Testing, Examinations

<u>Legal References:</u>	<u>N.J.S.A.</u> 18A:7C-3, -4, -6, -6.2	Remedial instruction for students not meeting graduation standards
	<u>N.J.S.A.</u> 18A:11-1	General mandatory powers and duties
	<u>N.J.S.A.</u> 18A:35-4.9	Student promotion and remediation, policies and procedures
	<u>N.J.S.A.</u> 18A:36-34	Written approval required prior to acquisition of certain survey information from students
	<u>N.J.S.A.</u> 18A:54-20	Powers of board (county vocational schools)
	<u>N.J.A.C.</u> 6A:7-1.7	Equality in school and classroom practice
	<u>N.J.A.C.</u> 6A:8-1.1 <u>et seq.</u>	Standards and Assessments

EVALUATION OF INDIVIDUAL STUDENT PERFORMANCE (continued)See particularly:

<u>N.J.A.C. 6A:8-1.3, -4.1, -5.1</u>	
<u>N.J.A.C. 6A:16-1.4(c)</u>	District policies and procedures
<u>N.J.A.C. 6A:30-1.1 et seq.</u>	Evaluation of the Performance of School Districts
<u>N.J.A.C. 6A:32-2.1</u>	Definitions
<u>N.J.A.C. 6A:32-7.1</u>	Student Records
<u>N.J.A.C. 6A:32-12.2</u>	School-level planning

34 CFR 98 - Protection of Student Rights

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

Talarsky v. Edison Township Board of Education, 1977 S.L.D. 862

Possible

<u>Cross References:</u>	*1000/1010	Concepts and roles in community relations; goals and objectives
	*1120	Board of education meetings
	*5113	Absences and excuses
	*5120	Assessment of individual needs
	*5124	Reporting to parents/guardians
	*5125	Student records
	*5141.3	Health examinations and immunizations
	*6142.6	Basic skills
	*6146	Graduation requirements
	*6146.2	Promotion/retention
	*6147	Standards of proficiency

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

TOWNSHIP OF UNION BOARD OF EDUCATION
Union, New Jersey

FILE CODE: 6151
 Monitored
 Mandated
 Other Reasons

Policy

CLASS SIZE

The Township of Union Board of Education is aware that class size has a bearing upon learning. It therefore directs the superintendent to establish a class size appropriate to a particular program.

Particular attention shall be paid to space-per-student requirements of the State Department of Education.

Adopted: June 1999
NJSBA Review/Update: April 2012
Readopted: April 29, 2014

Key Words

Class Size, Space-per-student Requirements

<u>Legal References:</u>	<u>N.J.S.A.</u> 18A:11-1	General mandatory powers and duties
	<u>N.J.S.A.</u> 18A:54-20	Powers of board (county vocational schools)
	<u>N.J.A.C.</u> 6A:8-2.1	Authority for educational goals and standards
	<u>N.J.A.C.</u> 6A:14-4.7	Program criteria: special class programs, secondary and vocational rehabilitation
	<u>N.J.A.C.</u> 6A:23A-9.5	Commissioner to ensure achievement of the Core Curriculum Content Standards
	<u>N.J.A.C.</u> 6A:26-2.1 <u>et seq.</u>	Long-Range Facilities Plans
	<u>N.J.A.C.</u> 6A:32-8.2	School enrollment
	<u>N.J.A.C.</u> 6A:32-8.3	School attendance

Possible

<u>Cross References:</u>	3240	Tuition income
	*5118	Nonresidents
	*5120	Assessment of individual needs
	*5145.4	Equal educational opportunity
	6150	Instructional arrangements
	*6171.4	Special education
	*7110	Long-range facilities planning

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

TOWNSHIP OF UNION BOARD OF EDUCATION
Union, New Jersey

FILE CODE: 6153

Monitored
 Mandated
 Other Reasons

Policy

FIELD TRIPS

The Township of Union Board of Education recognizes that field trips, used as a device for teaching and learning integral to the curriculum, are an educationally sound and important ingredient in the instructional program of the school.

For purposes of this policy, a field trip shall be defined as any journey by a group of students away from the school premises, under the supervision of a teacher, which is an integral part of an approved course of study and conducted for the purpose of affording a first-hand educational experience not available in the classroom.

The board of education shall consider field trips which are included in curriculum guides to have been approved in advance. All trips not listed in the curriculum guide must be individually approved by the board. Times and locations of field trips shall not be posted on any district web sites.

When field trips and excursions are to be arranged, the following guidelines apply:

- A. All trips, and the arrangements for them, must have advance approval. This includes whether district buses will be used; whether these may be supplemented by private vehicles; the route to be followed; and parking arrangements if necessary;
- B. Costs must be ascertained;
- C. Each child who goes on a field trip or excursion must have written parental permission;
- D. Student safety must be of prime concern, and adequate supervision must be provided by staff aided by other adult chaperones if necessary;
- E. All trips must be well planned, properly timed, and related to regular learning activities, or to district goals and objectives; and
- F. Each field trip should be evaluated by students, teachers, and the administration.

The superintendent shall develop guidelines for planning trips suitable to the various grade levels, and regulations governing frequency, distance and expense. Safety of the students must be of prime concern, and adequate supervision must be provided by staff aided by other adult chaperones.

Overnight trips or trips toward which parents/guardians or any outside group are to contribute part of the cost must be submitted to the board for approval well in advance. No student is to be denied the right to participate due to inability to contribute or the inability to pay. In order to appraise the effectiveness of such field trips in achieving educational objectives, the board directs the staff members involved to furnish it with an itinerary and costs, of each trip, in advance, for approval.

The board does not endorse, support or assume liability in any way for any staff member of this district who takes students on trips not approved by the board. No staff member may solicit students of this district for such trips within the facilities or on the school grounds of this district without board permission.

FIELD TRIPS (continued)Student Self-Administration of Medication

The board shall permit self-administration of medication on field trips for asthma or other potentially life-threatening illness by students. All conditions established by law and board policy shall be met (see policy 5141.21).

Epinephrine shall be administered via epi-pen to students in emergencies on field trips by the school nurse, his/her designee(s), the student's parent/guardian or the student himself/herself, in accordance with policy 5141.21 Administering Medication.

Adopted: June 1999
 NJSBA Review/Update: April 2012
 Readopted: April 29, 2014

Key Words

Field Trips, Trips

<u>Legal References:</u>	<u>N.J.S.A.</u> 18A:25-2 <u>N.J.S.A.</u> 18A:36-21 through -23 <u>N.J.S.A.</u> 18A:36-35 <u>N.J.S.A.</u> 18A:39-20.1 <u>N.J.S.A.</u> 18A:40-12.3 through -12.4 <u>N.J.S.A.</u> 18A:40-12.5 <u>N.J.S.A.</u> 18A:40-12.6 <u>N.J.A.C.</u> 6A:27-1.1 <u>et seq.</u> <u>See particularly:</u> <u>N.J.A.C.</u> 6A:27-1.1(b), -7.6, -11.1, -11.2	Authority over students Field trips; costs to be borne by parents or guardians ... School Internet web sites; disclosure of certain student information prohibited Transportation to and from related school activities in private vehicle with capacity of eight or less; authorization of qualified school personnel, state employees or parents Self-administration of medication by students; conditions ... Policy for emergency administration of epinephrine to public school students Administration of epinephrine; primary responsibility; parental consent Student transportation
---------------------------------	---	--

Rhodes v. Caldwell Board of Education, 1981 S.L.D. 140

Possible

<u>Cross References:</u>	1210 Community organizations *1230 School-connected organizations *3450 Money in school buildings *3541.31 Privately owned vehicles *5020 Role of parents/guardians *5136 Fund-raising activities *5141.21 Administering medication *6145 Extracurricular activities *6154 Homework/makeup work
---------------------------------	---

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

Regulation

FIELD TRIPS

Educationally, it is an established fact that field trips, a real life experience, are a purposeful activity and can be of great value to students. Since one of the prime purposes of these trips is that students learn how to learn, the preplanning, planning, executing, and follow-up of these trips should be discussed with the students.

Procedure

- A. First thoroughly investigate the components of the trip:
 - 1. Value educationally;
 - 2. Cost;
 - 3. Length of travel;
 - 4. Adequacy of food and rest rooms;
 - 5. Relevancy to school work and age of students; and
 - 6. Distance of trip against educational value of a day in school.

- B. Request form:
 - 1. Submit to department supervisor for approval in advance of trip. Special area teachers submit to director for approval.
 - 2. Present complete form to principal for approval.
 - 3. Principal will sent to board of education for approval.

- C. Three days before the trip:
 - 1. All money must have been turned in to the school treasurer so that a check for bus or other expenses can be issued. (Not to be done on the day of the trip.)
 - 2. All permission slips must be turned into the office.
 - 3. List of all students going, in alphabetical order, to the secretary, main office. Use white form provided.
 - 4. Department supervisor will schedule students not going on field trip with another class for that day.
 - 5. Students not going on trip are to be notified of the class they will attend. No students are to stay home because they are not going.
 - 6. The department supervisor will schedule classes to be covered. The secretary will schedule for special areas.
 - 7. Schedule notification must be placed in the mailbox of person concerned. Forms must be signed by the principal.
 - 8. The cafeteria manager must be notified of the number of students going, the date and time.

- D. Day of the trip:
 - 1. Students notified at time of departure and where to report.
 - 2. Proctors notified of time to report prior to departure.
 - 3. Attendance is taken and names of absentees given to the office. A short resume of appropriate behavior and responsibility of the students should be given on the bus.
 - 4. Roll call is taken at each stop and before trip home.
 - 5. Upon return to school, the teacher in charge may not leave until the last student has left for home.

- E. Only class related trips will be approved to take place during the school day.

- F. All trips must be completed in accordance with the field trip date scheduled.

FIELD TRIPS (continued)

Since a field trip is considered an extension of the classroom situation, it carries the same obligations for direct supervision of students and responsibilities for their safety and proper behavior on the part of the teacher.

Remember that whenever a student or group of students is taken out of the school and off the school grounds, the usual "Parental Permission Slip" must be obtained.

The department supervisors will continue to monitor all field trips. No students will attend movies rated "X" or "R". As in the past, movies will generally not be used for field trips. As always, the field trip request form must be filed in advance so board of education can approve before the trip.

Student Transportation

No transportation contractor may be used for field trips, athletic trips, or other school-related transportation until the appropriate Certification of Insurance is presented by the contractor's insurance carrier to the business office.

All contractors transporting students must use a bus which has an "omnibus" license plate. When you make field trip arrangements with outside contractors, stipulate these requirements when the terms for student transportation service are negotiated.

Emergency or Mishap

It is the teacher's responsibility to notify the school of all emergencies and mishaps, especially those which might cause a delay in returning to school. Call school and transportation department.

Adopted: No date
Readopted: April 29, 2014

Policy

HOMEWORK/MAKEUP WORK

The Township of Union Board of Education believes that homework relevant to material presented in class provides an opportunity to broaden, deepen or reinforce the student's knowledge. Teachers must use discretion in deciding the number and length of assignments. The board encourages the use of interrelated major homework assignments such as term papers, themes and creative art projects.

Homework shall not be used for punitive reasons.

Students absent for any reason must make up assignments, classwork and tests within a reasonable length of time. In most cases, a reasonable length of time shall be the same number of school days as the days missed.

Students being excused for any reason must make arrangements with the teacher of the missed classes in order to make up the work missed. This must be done before the absence from class.

Incompletes

When a student does not complete work missed for absence or other reasons, he/she will receive an "incomplete" for the marking period. Students will be given a specific amount school days determined by the teacher following the end of the marking period to make up the missed work.

If work critical to the student's understanding of the subject is not made up by the end of the next marking period, the grade for that subject area may be an "F."

If work is missing during the final marking period of the school year, the grade will be left to the discretion of the teacher. The teacher who has given an incomplete is responsible for reporting to the student the work he/she has missed and citing the consequences mentioned above.

Adopted: June 1999
NJSBA Review/Update: April 2012
Readopted: April 29, 2014

Key Words

Homework, Makeup Work

Legal References: N.J.S.A. 18A:11-1 General mandatory powers and duties
N.J.S.A. 18A:36-14 Religious holidays; absence of students on; effect
N.J.S.A. 18A:54-20 Powers of board (county vocational schools)
N.J.A.C. 6A:32-10.1 et seq. Summer School Sessions

Possible

Cross References: 1320 Participation in out of school community activities
*1322 Contests for students
*5020 Role of parents/guardians
*5113 Absences and excuses
*5124 Reporting to parents/guardians

HOMEWORK/MAKEUP WORK (continued)

- *6145 Extracurricular activities
- *6153 Field trips
- 6174 Summer school

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

Regulation

HOMEWORK

A. Content of Homework

Elementary

1. The concepts on which a homework assignment is based should have been thoroughly taught and reviewed in class. Homework assignments should include exercises and students can accomplish independently or in a group.
2. Any homework assigned to students must be closely integrated with the curriculum. There should be a direct relationship between classroom studies and assigned homework. Homework should reinforce and extend the lessons learned in school concepts taught.
3. Homework should be an opportunity for students to practice developing creative and critical thinking skills, gathering of information and integrating knowledge extending student learning.
4. Homework assignments should be meaningful for every student and connect to what was taught in class.
5. Homework assignments can include the use of technology, collaborative learning through group projects and the use of the school or public library.
6. Homework must never serve a punitive or disciplinary function; learning, in school or at home, must always be a positive experience, self-rewarding for means of continuum for learning.

High School

1. Any homework assigned to students must be closely integrated with the curriculum. There should be a direct relationship between classroom studies and assigned homework. Homework should reinforce and extend the lessons learned in school.
2. Homework should help students learning by providing practice in the mastery of skills, experience in gathering information and integrating knowledge, and an opportunity to remediate learning problems.
3. Homework should help develop the student's responsibility and provide an opportunity for the student to exercise independent work and judgment.
4. The concepts on which a homework assignment is based should have been thoroughly taught and reviewed in class. Homework assignments should include only those exercises and activities that a student can accomplish independently.
5. Homework assignments should not require the use of research or resource tools that are not readily available to the students' homes or in sufficient quantity in the public or school library, or available for borrowing from the classroom.
6. Homework assignments should not require extensive copy work unless the writing of numbers or script is the skill being taught.
7. Homework assignments can include the use of technology, collaborative learning through group projects and the use of the school or public library.
8. Homework must never serve a punitive or disciplinary function; learning, in school or at home, must always be a positive experience, rewarding for its own sake.

B. Assignment of Homework

1. The number, frequency, and challenge of homework assignments should be based on the ability and needs of the individual student.
2. Homework should be assigned with clarity so that students know precisely what is expected of them. It may be helpful for teachers to post the homework assignment at the beginning of the class period and to encourage students to ask questions about any aspect of the

HOMEWORK (continued)

assignment they do not fully understand. Homework should never be assigned hurriedly or in a confused manner.

3. Teachers should observe the following time guidelines for homework assignments. Time allotments include all aspects of the homework assignment – outside reading, research, drill work and the like.

<u>Grade Level</u>	<u>Suggested Minimum Times</u>
K	5 minutes
1	10 minutes
2	20 minutes
3	30 minutes
4	40 minutes
5	50 minutes
6	60 minutes
7	70 minutes
8	80 minutes
9	90 minutes
10	100 minutes
11	110 minutes
12	120 minutes

4. To the degree reasonably possible, teachers should plan and announce homework assignments, especially long term assignments, well in advance so that students can adjust their schedules appropriately.
5. Students should be encouraged or required to maintain a homework book, in which the student records his/her daily assignment. Students and parents/guardians may be asked to record the time necessary to complete each assignment; this information will assist teachers in verifying their estimates of the length of time a given assignment will require.
6. A teacher may accede to a parents/guardians request for additional homework assignments for a student, provided the teacher, in his/her discretion, believes that the student will benefit from the assignment.
7. A student who has been absent from school will be given an opportunity to make up homework assignments provided the assignments are completed during a period equal to the length of his/her absence. That period may be extended for the completion of long term assignments.
8. The parents/guardians of an absent student may request homework assignments to be completed during the student's absence. Teachers are expected to comply with any such request.

C. Evaluation of Homework

1. All homework must be evaluated by the teacher and the teacher's evaluation must be communicated to the student. Homework is a learning activity. The student should receive acknowledgement of his/her work and to encourage continued student learning, no criticism should be given.
2. Teachers should insist on high standards of quality in homework. The homework lesson should teach the values of thorough preparation, careful research, neat execution, thoughtful work, and prompt submission.

D. Checklist for Teachers

Teachers should be able to answer affirmatively the following questions about a homework assignment.

1. Does the homework serve a valid purpose?
2. Is it well within the capacities of the student?

HOMEWORK (continued)

3. Has the class been thoughtfully motivated for the work?
4. Does the assignment grow out of school experience?
5. Is the work related to student's interests? Is it meaningful?
6. Does the assignment extend students' fund of information?
7. Is the work adapted to individual needs, interests, and capacities?
8. Are students entirely clear about what they are to do?
9. Can the students do the work without the assistance of parents/guardians or others?
10. Is the assignment a reasonable one and can be scheduled to meet the student's learning environment at home?
11. Does the assignment require students to think about what is being done and minimize copying of information?
12. Can the homework be evaluated fairly and/or be used in the daily program?

Adopted: No date

Readopted: April 29, 2014

Policy

INSTRUCTIONAL PLANNING/SCHEDULING

The superintendent and staff shall keep abreast of developing technologies and teaching methodologies, investigating those likely to be of benefit to district students, and recommending them for board consideration.

The Township of Union Board of Education recognizes that district students vary in learning styles and in ability. Therefore, the superintendent shall ensure that teaching staff adapt their instructional methods and arrangements to meet identified student needs and encourage maximum individual progress.

The superintendent shall ensure that district personnel, time and facilities are used in such a way as to provide the most favorable learning environment for all students, thus fostering achievement of district goals, objectives and standards.

Because the board believes that students can learn better and faster when the skills learned in one discipline are integrated into another, programs, projects and units of study shall be encouraged that require the use of reading, writing and mathematics skills in conjunction with other areas of study, such as music, art, science, etc. The board also encourages programs that call on various skill levels of several grades in one discipline, such as musical presentations, science fairs, and other similar efforts.

Every effort should be made to further district affirmative action/equity goals in developing instructional arrangements.

The board directs that instruction be planned and scheduled in such a way that there is minimum disruption of the school day, including movement between classes and conflicting activities.

Nonpublic School Students

Required instructional services shall be delivered to nonpublic school students in facilities that are acceptable and convenient to staff and students.

NJSBA Review/Update: April 2012
Adopted: April 29, 2014

Key Words

Instructional Planning, Instructional Scheduling, Scheduling

Legal References:	<u>N.J.S.A.</u> 18A:33-1	District to furnish suitable facilities; adoption of courses of study
	<u>N.J.S.A.</u> 18A:46-19.5	Services to students in nonpublic schools
	<u>N.J.S.A.</u> 18A:46A-5	Consent of parent or guardian; location
	<u>N.J.A.C.</u> 6A:8-1.1 <u>et seq.</u>	Standards and Assessments
	<u>N.J.A.C.</u> 6A:14-1.1 <u>et seq.</u>	Special Education
	<u>N.J.A.C.</u> 6A:15-1.1 <u>et seq.</u>	Bilingual Education
	<u>N.J.A.C.</u> 6A:26-12.1 <u>et seq.</u>	Operation and Maintenance of Facilities

INSTRUCTIONAL PLANNING/SCHEDULING (continued)

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

Possible

<u>Cross References:</u>	*2224	Nondiscrimination/affirmative action
	*4113/4114	Assignment; transfer
	*5145.4	Equal educational opportunity
	*5200	Nonpublic school students
	*6010	Goals and objectives
	6130	Organizational plan
	6141.4	Independent study
	*6142.2	English as a second language; bilingual/bicultural
	*6151	Class size
	6152	Grouping
	*6171.2	Gifted and talented
	*6171.4	Special education

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