

Policy

FAMILY LIFE EDUCATION

The Township of Union Board of Education shall maintain a family life education curriculum that provides material suited to each grade level, presented in a manner intended to foster respect for the human body and an understanding of how human sexuality affects personal and family relationships in conformance with the Core Curriculum Content Standards.

The curriculum, developed under the supervision of the superintendent with the active participation of teachers, administrators, students, parents/guardians, physicians, members of the clergy and representative members of the community, shall be available to all parents/guardians. The board shall ensure compliance with all requirements of state and federal law concerning the content of the curriculum and distribution of materials. An outline of the curriculum and list of instructional materials for the grades of their children shall be sent to parents/guardians annually.

The superintendent shall ensure that the curriculum developed is articulated to that of the elementary school(s), so that the transition from elementary to secondary approaches to this material will be easy for all students.

Any student whose parent/guardian presents to the school principal a signed statement that any part of the instruction in health, family life education or sex education is in conflict with their conscience, or 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 therefrom.

The board urges all parents/guardians to become familiar with these courses and to participate in their development.

The board of education alone, upon recommendation of the superintendent, shall determine the content, sequence and materials of family life education.

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

Key Words

Family Life Education

Legal References: N.J.S.A. 18A:35-4.6 through -4.8 Parents Right to Conscience Act of 1979
N.J.S.A. 18A:35-4.19 through -4.22 AIDS Prevention Act of 1999
N.J.A.C. 6A:8-3.1 Curriculum and instruction
N.J.A.C. 6A:8-4.2 Documentation of student achievement
N.J.A.C. 6A:32-12.1 Reporting requirements

20 U.S.C. 1232h - Student Protection Rights Amendment -

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

FAMILY LIFE EDUCATION (continued)

Possible

<u>Cross References:</u>	*1220	<u>Ad hoc</u> advisory committees
	*5131.6	Drugs, alcohol, tobacco (substance abuse)
	5141.6	Crisis intervention
	*6122	Articulation
	*6140	Curriculum adoption
	*6142	Subject fields
	*6142.13	HIV prevention education
	*9130	Committees

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

Policy

ENGLISH AS A SECOND LANGUAGE; BILINGUAL PROGRAMS

The Township of Union Board of Education shall provide English as a second language (ESL) and/or bilingual programs of instruction for students who:

- A. Do not speak English and need instruction toward mastery of the English language;
- B. Speak a language other than English, are more capable of performing school work in that language, and need their basic educational program taught in that language.

The superintendent shall develop procedures in accordance with administrative code to determine which students would benefit from ESL and/or bilingual programs and to involve school staff, parents/guardians and community members in reviewing programs to determine which would best meet these students' needs.

The goal of ESL programs is to assist students to achieve fluency (including listening, comprehension, speaking, reading, and writing skills) in English. The goal of the bilingual program is to permit students to learn subject matter in their primary language while developing English language skills. The goal of all such programs shall be achievement of the Core Curriculum Content Standards.

All district high school English language learner students (ELL) shall satisfy both state and district requirements for graduation, except that any ELL student may demonstrate attainment of state minimum levels of proficiency through passage of the Special Review Assessment process in his/her native language and an English fluency assessment approved by the Department of Education or passage of the Alternate High School Assessment (AHSA) process in English with appropriate accommodations.

Parents/guardians of students of limited English speaking ability shall be notified by mail of the fact that their child has been identified as eligible for enrollment in a bilingual, ESL or English language services education program. This written notice shall include the information that the parents may choose to decline to enroll their child into the bilingual program.

Communication with parents/guardians of students in these programs shall be in writing and in both English and their primary speaking language. Reports of student progress shall be made to parents/guardians on the same schedule as reports of students in the regular program.

The superintendent shall direct development of an annual plan for ESL and/or bilingual education that is in compliance with state guidelines. The board will review and approve the plan at a public meeting. The board must adopt the courses of study for ESL and bilingual programs in the same manner in which it adopts the curriculum for the regular program. In order to receive the state-endorsed high school diploma, English language learner (ELL) students must meet the district's graduation requirements.

Students enrolled in district bilingual or ESL programs shall be assessed annually for exit from such programs, using indicators described in the administrative code. Whenever it is determined that a student should exit from the bilingual program, parents/guardians shall be notified by mail.

Parents/guardians may remove a student who is enrolled in a bilingual education program at any time; except that during the first three years of the student's participation in a bilingual education program, he/she may only be removed at the end of each school year. Removal prior to the end of the school year shall be approved by the executive county superintendent. If the executive county superintendent determines that the student

ENGLISH AS A SECOND LANGUAGE;
BILINGUAL PROGRAMS (continued)

should remain in the bilingual education program until the end of the school year, the parents/guardians may appeal that decision to the commissioner of education/designee pursuant to law. The commissioner shall render a decision within 30 days of the filing of the appeal.

The board may petition the commissioner of education to waive the requirement for a full-time bilingual program when it can demonstrate that it would be impractical to provide such a program, due to the age range, grade span or geographic location of the eligible students.

*Note: "ELL" means English language learner, indicating a person who is in the process of acquiring English and has a first language other than English. English language learners are the same students who are sometimes referred to as limited English proficient (LEP).

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

Key Words

English as a Second Language, Bilingual Programs, ESL

<u>Legal References:</u>	<u>N.J.S.A. 18A:35-15 et seq.</u>	Bilingual education programs
	<u>N.J.A.C. 6A:5-1.1 et seq.</u>	Regulatory Equivalency and Waiver
	<u>N.J.A.C. 6A:8-1.3</u>	Definitions
	<u>N.J.A.C. 6A:8-4.1</u>	Statewide assessment system
	<u>N.J.A.C. 6A:8-5.1</u>	Graduation requirements
	<u>N.J.A.C. 6A:9-1.1 et seq.</u>	Professional Licensure and Standards
	See particularly:	
	<u>N.J.A.C. 6A:9-11.4, -11.5</u>	
	<u>N.J.A.C. 6A:15-1.1 et seq.</u>	Bilingual Education
	See particularly:	
	<u>N.J.A.C. 6A:15-1.4</u>	
	<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:32-12.1</u>	Reporting requirements
	<u>N.J.A.C. 6A:32-14.1</u>	Review of mandated programs and services

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

Possible

<u>Cross References:</u>	*5120	Assessment of individual needs
	*5124	Reporting to parents/guardians
	*6121	Nondiscrimination/affirmative action
	*6146	Graduation requirements
	*6147	Standards of proficiency
	*6147.1	Evaluation of individual student performance
	*6171.2	Gifted and talented
	*6171.3	At-risk and Title 1

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

Regulation

BILINGUAL AND ESL EDUCATION

A. Identification of Eligible Limited English Proficient (LEP) Students

1. The Supervisor of World Languages/E.S.L. will determine the native language of each LEP student when the student enrolls in the school district. The Supervisor of World Languages/E.S.L. will:
 - a. Maintain a census indicating all students identified whose native language is other than English; and
 - b. Report annually to the New Jersey Department of Education as part of the Fall Report, the number of all students whose native language is other than English and, of that group, the number who are LEP students.
2. The Board-approved screening process shall be conducted by a bilingual/ESL or other certified teacher, determine who are in need of E.S.L. services.
3. The English language proficiency of all students whose native language is other than English will be determined by means of the administration of an English language proficiency test, assessing the level of proficiency in English, reviewing the previous academic performance of students as well as standardized tests in English and reviewing the input of teaching staff members responsible for the educational program for the limited English proficient students. Students who do not meet the New Jersey Department of Education standard on a Department-approved language proficiency test and who have at least one other indicator, are students of limited English proficiency. The Supervisor of World Languages/E.S.L. shall also use age appropriate assessment instruments to identify the English language proficiency and readiness of pre-school LEP students to determine individual student eligibility for bilingual, ESL, or mainstream classroom instruction.
4. A New Jersey Department of Education approved language proficiency test will be administered to all limited English proficient students when they enter the school district to determine their level of English language proficiency.

B. Bilingual Programs for Limited English Proficient Students

1. All Pre-Kindergarten through twelfth grade LEP students enrolled in the district will receive required courses and support services outlined below to prepare LEP students to meet the Core Curriculum Content Standards for high school graduation:
 - a. English language services, in addition to the regular school program, designed to improve English language proficiency of LEP students whenever there are one or more, but fewer than ten (10) LEP students enrolled within the schools of the district.
 - b. An ESL program that provides up to two periods of ESL instruction based on student needs whenever there are twenty (20) or more LEP students enrolled within the schools of the district.

BILINGUAL AND ESL EDUCATION (continued)

- (1) The ESL curriculum will address the Core Curriculum Content Standards and the ESL standards for Pre-K through twelfth grade students.
 - (2) The ESL curriculum will be cross referenced to the district's bilingual and content area curricula to ensure that ESL instruction is correlated to all the content areas being taught.
- c. A bilingual education program will be established whenever there are twenty (20) or more limited English proficient students in any one language classification enrolled in the district.
 - d. LEP students will be provided equitable instructional opportunities to participate in all non-academic courses necessary to meet the Core Curriculum Standards, including health and physical education, the visual and performing arts and career awareness programs.
 - e. Sufficient courses and other relevant supplemental instructional opportunities will be offered to grade nine through twelve LEP students to meet the Core Curriculum Content Standards for graduation. A bilingual class in a subject area will be established if there are a sufficient number of students. Plans for a class of this type will be developed with and approved by the New Jersey Department of Education.
 - f. Additional programs and services will be designed to meet the special needs of eligible LEP students and will include, but not be limited to, remedial instruction through Title I programs; special education; school to work programs; computer training; and gifted and talented education services.
2. Appropriate instructional programs will be provided to all eligible Pre-K LEP students based on need according to N.J.A.C. 6A:15-1.3(b). These services may include tutoring, after school programs, summer programs and remedial services as needed by LEP students.

C. Waiver Process

The school district may provide an instructional program alternative when there are twenty or more students eligible for the bilingual education program in grades K through twelve, and the district is able to demonstrate that due to age range, grade span and/or geographic location of eligible students, it would be impractical to provide a full-time bilingual program. An instructional program alternative will be established on an annual basis with the approval of the New Jersey Department of Education. An instructional program alternative, if established, will be pursuant to N.J.A.C. 6A:15-1.5 et seq.

D. Department of Education Approval of Bilingual, ESL and/or English Language Services Programs

1. The school district's bilingual, ESL, and/or English Language Services program plans will be submitted to the New Jersey Department of Education every three years for approval. The plan will include the identification of students; program description; bilingual and ESL curriculum development; evaluation design; and review process for exit. The number of LEP students; the number of certified staff hired for the program; evaluation data to include achievement information in ESL and data on performance of eligible LEP students on the fourth, eighth and eleventh grade tests; exit data for LEP students enrolled in the district; and a budget for bilingual and LEP program and/or English Services programs must be submitted to the Department of Education on an annual basis.
2. The programs will be monitored and evaluated by the Office of Bilingual Education within the New Jersey Department of Education.

BILINGUAL AND ESL EDUCATION (continued)

E. Supportive Services

Students enrolled in bilingual, ESL and/or English Services Programs will have full access to educational services available to other students. To the extent possible, the school administration will have supportive services to LEP students provided by personnel who are familiar with and knowledgeable of the unique needs and background of LEP students and parents.

F. In-service Training

1. In-service training will be provided for bilingual, ESL and mainstream teachers based on their needs and to include instructional strategies to help LEP students meet the Core Curriculum Content Standards and ESL standards for Pre-K through twelve students. All ESL and bilingual teachers will receive training in the use of the ESL curriculum.
2. The Professional Improvement Plan of the Annual Report [N.J.S.A. 18A:7A-11(e)] will include the needs of bilingual and ESL teachers that should be addressed through in-service training.

G. Certification of Staff

All teachers in these programs will hold the following certifications:

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

H. Bilingual, ESL and English Language Services Program Exit and Reentry

1. All LEP students from Pre-K through eighth grade will be enrolled in the bilingual, ESL or English Services education program. LEP students enrolled in one of these programs will be placed in a monolingual English Program when they have demonstrated readiness to function successfully in an English only program. This process will be initiated by the student's level of English proficiency as measured by a Department of Education established standard on a English language proficiency test, and readiness of the student will be further assessed on the basis of multiple indicators which will, at a minimum, include classroom performance, the student's reading level in English, the judgment of the teaching staff members responsible for the educational program of the student, and performance on achievement tests in English according to *P.L. 1991c.12*.
2. A parent/guardian may remove a student who is enrolled in a bilingual education program pursuant to provisions in *P.L. 1995c.327*.
3. Students enrolled in the bilingual, ESL or English services programs will be assessed annually for exit.
 - a. After a minimum of one full semester and within two years of exit, the mainstream English classroom teacher, with the approval of the Building Principal, may recommend retesting.

BILINGUAL AND ESL EDUCATION (continued)

- b. A waiver of the minimum time limitation may be approved by the Executive County Superintendent upon the request of the Superintendent if the student is experiencing extreme difficulty in adjusting to the mainstream program.
- c. The recommendation for retesting will be based on the teacher's judgment that the student is experiencing difficulties due to problems in using English as evidenced by the student's inability to; communicate effectively with peers and adults; understand directions given by the teacher and/or comprehend basic verbal and written materials.
- d. The student will be tested using a different form of the test or a different language proficiency test than the one used to exit students.
- e. If the student scores below the state established standard on the language proficiency test, the student will be reenrolled into the bilingual or ESL program.
- f. When the exit review process is completed, the student's parent/guardian shall be informed by mail of the placement determination. If the parent(s), legal guardian(s) and/or teaching staff member disagrees with the placement he/she may appeal the decision in writing to the Supervisor of World Languages/E.S.L., who will provide a written explanation for the decision within ten working days. The complainant may appeal the Supervisor's decision in writing to the Board, which will respond in writing within forty-five calendar days. Upon exhausting an appeal to the Board, the complainant may appeal to the Commissioner of Education pursuant to N.J.S.A. 18A:6-9 and administrative code.

I. Graduation Requirements for Limited English Proficient Students

All LEP students must satisfy requirements for high school graduation according to administrative code except LEP students who enter the school district in grades nine or later. These students, to be eligible for a State-endorsed high school diploma, may demonstrate they have attained minimum levels of proficiency established by the Department of Education through the Special Review Assessment in their native language, and by attaining a passing level of fluency as determined by a language proficiency test approved by the New Jersey Department of Education.

J. Location of Programs

All bilingual, ESL and English Language programs will be conducted within classrooms approved by the County Superintendent of Schools within the regular school buildings of the district.

K. Notification to Parents/Legal Guardians

1. The Supervisor of World Languages/ESL will notify the parent/guardian of the LEP student by mail that their child has been identified as eligible for enrollment in the bilingual, ESL and/or English language service program. The notice will inform the parent/guardian they have the option of declining enrollment and will be provided no later than ten days after the enrollment of the student. The notice will also include a statement to the parent/guardian regarding right of review and appeal. The notice will be in writing and in the language of which the child of the parent/guardian possesses a primary speaking ability and in English.
2. The parent/guardian will receive progress reports on the same basis of all students in the school district. These reports will be in English and the native language of the parent(s) of the student.

BILINGUAL AND ESL EDUCATION (continued)

L. Joint Programs

The school district may join with another school district(s) on a case-by-case basis to provide bilingual, ESL or English language services provided approval from the Executive County Superintendent is obtained.

M. Parental Involvement

The Supervisor of World Languages/E.S.L. will provide for maximum practicable involvement of parent(s) of LEP students in the development and review of program objectives and dissemination of information to and from Boards of Education and communities served by the bilingual, ESL or English language services education program. The Supervisor of World Languages/E.S.L. may establish a parent advisory committee on bilingual education where the majority will be parents of students of Limited English Proficiency.

Adopted: No date
Readopted: April 29, 2014

PHYSICAL EDUCATION AND HEALTH

The Township of Union Board of Education directs that the district's curricular and extracurricular programs of physical education and activities comply with the district's affirmative action resolution and equity plan for school and classroom practices as stipulated in policies 2224, 5145.4, 6121 and 6145 in this manual. The board shall ensure that the comprehensive health and physical education curriculum addresses all elements required by the Core Curriculum Content Standards.

In general, physical education classes shall not be divided on the basis of sex. The quality and quantity of teachers, equipment and facilities shall be equivalent among the schools and comparable from level to level, taking into account the needs of the students.

Members of district interscholastic athletic teams may be excused from participation in the physical activities part of their physical education program without loss of graduation credit on the request of their coach on any day on which they are designated to participate in a regularly scheduled game. The superintendent shall approve procedures by which coaches will inform the physical education department, on the day in question, of the specific students to be excused. Such students shall be scheduled for a study hall period instead.

The board will consider on a case-by-case basis requests from students or their parents/guardians in the case of minors for permission to satisfy the physical education requirement through an alternative program of athletics or physical education activities that meets the requirements of law and is consistent with the district's physical education program goals and instructional objectives.

Dating Violence

For students in grades 7 through 12, physical education and health curriculum will include the topic of dating violence. "Dating violence" means a pattern of behavior where one person threatens to use, or actually uses physical, sexual, verbal, or emotional abuse to control a dating partner.

Dating violence education shall include information on the definition of dating violence, recognizing dating violence warning signs, and the characteristics of healthy relationships.

Upon written request to the school principal, a parent/legal guardian of a student less than 18 years of age shall be permitted within a reasonable period of time after the request is made, to examine the dating violence education program instruction materials developed by the school district.

The purpose of the dating violence information is to help prevent dating situations from becoming unsafe and to help educate students on constructive ways to resolve conflicts in personal relationship.

To be consistent with P.L. 2011, c. 64, school policy, procedures and curriculum shall include the following information:

- A. Dating violence will not be tolerated;
- B. Dating violence reporting procedures;
- C. Guidelines for responding to at-school incidents of dating violence;

PHYSICAL EDUCATION AND HEALTH (continued)

- D. Discipline procedures specific to at-school incidents of dating violence;
- E. Warning signs of dating violence; and
- F. Information on safe and appropriate school, family, peer, and community resources available to address dating violence shall also be included within the curriculum.

Adopted: No date
 NJSBA Review/Update: April 2012
 Readopted: April 29, 2014

Key Words

Nondiscrimination, Physical Education, Health, Affirmative Action

Legal References: N.J.S.A. 18A:6-111 et seq. Instruction in Suicide Prevention
See particularly:
N.J.S.A. 18A:6-113 Instruction in suicide prevention in public school curriculum
N.J.S.A. 18A:35-4.19 through -4.22 AIDS Prevention Act of 1999
N.J.S.A. 18A:35-4.23 Dating violence into health education curriculum
N.J.S.A. 18A:35-5 through -9 Maintenance of physical training courses; features
N.J.S.A. 18A:37-33 through -37 Dating violence policy and education
N.J.A.C. 6A:7-1.7 Equality in school and classroom practices
N.J.A.C. 6A:8-3.1 Curriculum and instruction
N.J.A.C. 6A:8-5.1 Graduation requirements
N.J.A.C. 6A:9-5.19 Athletics Personnel
N.J.A.C. 6A:9-11.8 Health and physical education
N.J.A.C. 6A:32-9.1 Athletics Procedures
N.J.A.C. 6A:16-2.1 et seq. General Provisions for School Health Services
See particularly:
N.J.A.C. 6A:16-2.2

20 U.S.C.A. 1681 et seq. - Title IX of the Education Amendments of 1972

The Comprehensive Equity Plan, New Jersey State Department of Education

Possible

Cross References: *2224 Nondiscrimination/affirmative action
 *5145.4 Equal educational opportunity
 *6121 Nondiscrimination/affirmative action
 *6142 Subject fields
 *6145.1/6145.2 Intramural competition; interscholastic competition
 *6146 Graduation requirements

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

BASIC SKILLS

The Township of Union Board of Education directs development of strong basic skills courses at all levels of the schools. Each student shall receive instruction in the Core Curriculum Content Standards appropriate to his/her grade and achievement level directed at meeting the basic skills requirement for high school graduation. The district's basic skills improvement plan shall be communicated to the public in accordance with law.

The superintendent shall work with the staff to:

- A. Develop courses in basic skills for all grade levels;
- B. Actively seek remedial programs designed to ensure that all district students acquire the minimum basic skills suited to their grade level and capacity.

All elementary students will be tested annually for achievement level in basic skills. Each student identified as having the need for preventive and/or remedial instruction shall participate in a program designed to meet his/her identified needs.

The state requires that a child participate in a remedial education program so long as he/she does not meet minimum proficiency levels in basic reading, writing and/or mathematics skills. Parents/guardians shall be encouraged to participate in design of remedial programs for their child.

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

Key Words

Basic Skills, Remedial Education

Legal References: 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:8-3.1, -4.1

N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts

Hawkins-Stafford Elementary and Secondary School Improvement Act of 1988, (Pub. L. No. 100-297) amending Elementary and Secondary Education Act of 1965.

Possible

Cross References: *6122 Articulation
*6140 Curriculum adoption
*6141 Curriculum design/development
*6142 Subject fields
*6142.2 English as a second language; bilingual/bicultural
*6146 Graduation requirements
*6171.1 Remedial instruction

BASIC SKILLS (continued)

*6171.3 At-risk and Title 1

*6171.4 Special education

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

TOWNSHIP OF UNION BOARD OF EDUCATION
Union, New Jersey

FILE CODE: 6142.9
 Monitored
 Mandated
 Other Reasons

Policy

ARTS

The superintendent shall ensure that curriculum in the arts, including both visual and performing, are developed appropriately for each grade level.

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

Key Words

Art Curriculum, Arts

Legal References: N.J.S.A. 18A:7F-46 Review, update of the CCCS, Educational Adequacy Report
N.J.S.A. 18A:33-1 District to furnish suitable facilities; adoption of courses of study
N.J.A.C. 6A:8-1.3 Definitions
N.J.A.C. 6A:8-3.1 Curriculum and instruction
N.J.A.C. 6A:30-1.1et seq. Evaluation of the Performance of School Districts

Possible

Cross References: *6010 Goals and objectives
*6140 Curriculum adoption
*6142 Subject fields

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

TECHNOLOGY

The Township of Union Board of Education shall develop a technology plan that effectively uses electronic communication to advance and promote learning and teaching. This system of technology shall be used to provide local, statewide, national and global communications opportunities for staff and students. Educational technology shall be infused into the district curriculum to maximize student achievement of the Core Curriculum Content Standards.

The use of technology within the district is intended for school-related work and is designed to facilitate learning. It is the policy of the district to establish safe and effective methods for staff and student users of the district's technology resources, and to: (a) prevent user access to and the transmission of inappropriate material via any form of electronic communication; (b) prevent unauthorized access and online activity; and (c) comply with the Children's Internet Protection Act (CIPA).

ACCEPTABLE USE OF THE INTERNET

Purpose

To support its commitment to providing avenues of access to the universe of information available, the district's system of electronic communication shall include access to the Internet for students and staff.

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The district's design and development of technological resources are devoted to the pursuit of academic growth, research, career readiness and professional development activities consistent with the educational objectives of the district. The district expects all users to agree to this policy as a condition of receiving Internet access. Usage is a privilege not a right and can be revoked at any time.

Limitation of Liability

The Internet constitutes an unregulated collection of resources that changes constantly, so it is not possible to totally predict or control the resources that users may locate. The board cannot guarantee the accuracy of the information or the appropriateness of materials that a user may encounter. Furthermore, the board shall not be responsible for any damage users may suffer, including but not limited to, loss of data or interruptions of service. Nor shall the board be responsible for financial obligations arising through the unauthorized use of the system.

District Rights and Responsibilities

The computer system is the property of the district, and all computer software and hardware belong to it. Therefore, the district retains the right to monitor all access to and use of the Internet.

The board designates the superintendent as the coordinator of the district system. He/she shall recommend to the board of education qualified staff persons to ensure provision of individual and class accounts necessary for access to the Internet, designation of quotas for disk usage on the system, establishment of a

TECHNOLOGY (continued)

document retention schedule, establishment of a virus protection process and coordination of other activities as required to maintain the system.

Each principal shall coordinate the district system in his/her building by approving all activities for that building; ensuring that teachers receive proper training in the use of the system; ensuring that students are adequately supervised when using the system; maintaining executed user agreements; and interpreting this acceptable use policy at the building level.

Access to the System

This acceptable use policy shall govern all use of the system. Sanctions for student misuse of the system shall be included in the disciplinary code for students, as set out in regulations for policy 5131 Conduct/Discipline. Employee misuse may result in appropriate discipline in accord with the collective bargaining agreement and applicable laws and regulations.

The board shall ensure the acquisition and installation of blocking/filtering software to deny access to certain areas of the Internet.

World Wide Web

All students and employees of the board shall have access to the Web through the district's networked or stand alone computers. An agreement shall be required. To deny a child access, parents/ guardians must notify the building principal in writing.

Individual E-mail Accounts for District Employees

District employees shall be provided with an individual account and access to the system. An agreement shall be required.

1. Full-time district employees will be provided an e-mail account and access to the system.
2. The district computer system and the contents thereof are the property of the district.
3. E-mail is provided for the purpose of exchanging information consistent with the mission of the district. E-mail messaging on the district's computer system is intended for official business.
4. The information on the network belongs to the district. The district reserves the right to monitor messaging on the system to the extent permissible by law.
5. All correspondence protocols observed in the flow of paper communication must be similarly adhered to in e-mail transactions. Appropriate approvals of correspondence must take place before e-mail is sent to recipients.
6. Non-essential announcements such as office greetings and general notifications (without appropriate approval) should not be posted on District E-mail.
7. Users must not post chain letters or engage in "spamming". Spamming is the sending of an annoying and unnecessary message to a large number of people.
8. While engaged in activities on the District computer network, users are prohibited from transmitting E-mail to others that includes material that is vulgar, rude, obscene, pornographic, inflammatory, threatening, harassing, disrespectful or which uses sexually explicit language.
9. Users should not expect their E-mail communications to be private, and should not use district e-mail for confidential matters that are not intended for public disclosure.
10. Unauthorized attempts to read, delete, copy or modify e-mail of other users is prohibited.
11. All users must adhere to the same standards for communicating online that are expected in the classroom and that are consistent with district policies, regulations and procedures.

Supervision of Students

Student use of the Internet shall be supervised by qualified staff.

TECHNOLOGY (continued)

District Web Site

The board authorizes the superintendent to establish and maintain a district web site. The purpose of the web site will be to inform the district educational community of district programs, policies and practices.

Individual schools and classes may also establish web sites that include information on the activities of that school or class. The building principal shall oversee these web sites.

The superintendent shall publish and disseminate guidelines on acceptable material for these web sites. The superintendent shall also ensure that district and school web sites do not disclose personally identifiable information about students without prior written consent from parents/guardians. Consent shall be obtained on the form developed by the state department of education. "Personally identifiable information" refers to student names, photos, addresses, e-mail addresses, phone numbers and locations and times of class trips.

Parental Notification and Responsibility

The superintendent shall ensure that parents/guardians are notified about the district network and the rules governing its use. Parents/guardians shall sign an agreement to allow their child(ren) to have an individual account. Parents/guardians who do not wish their child(ren) to have access to the Internet must notify the principal in writing.

Acceptable Use

Student Safety Practices

It is the responsibility of the school staff to educate and provide ongoing guidance for students on personal safety practices, appropriate on-line behavior, cyber-bullying awareness and response, and effective techniques for identifying and evaluating information and its sources. School staff shall be required to supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy.

Students shall not post personal contact information about themselves or others. Nor shall students engage in any kind of personal contact with individuals they meet online. Attempts at contact from such individuals shall be reported immediately to the staff person monitoring that child's access to the Internet. Personal contact information includes but is not limited to names, home/school/work addresses, telephone numbers, or personal photographs.

Prohibited Activities

Users shall not attempt to gain unauthorized access to the district system or to any other computer system through the district system, nor shall they go beyond their authorized access. This includes attempting to log in through another individual's account or accessing another's files.

Users shall not deliberately attempt to disrupt the district's computer system performance or destroy data by spreading computer viruses, worms, "Trojan Horses," trap door program codes or any similar product that can damage computer systems, firewalls, servers or network systems.

Users shall not use the district system to engage in **illegal activities act or action that violates local, state or federal laws.**

Users may not use the computer network to access, send post, transmit, distribute, publish, display, download or store false or defamatory information about a person, organization or group that is abusive, pornographic, obscene or otherwise offensive, or statements that advocate hate, violence or

TECHNOLOGY (continued)

harassment and discrimination toward others or to harass another person or engage in personal attacks.

Users may not use the network for private or commercial business use, political or religious purposes.

Users shall not access material that is profane or obscene, that advocates illegal acts, or that advocates violence or hate. Inadvertent access to such material should be reported immediately to the supervising staff person.

Users shall not plagiarize material that is available on the Internet. Plagiarism is presenting another's ideas/words as one's own.

Users shall not infringe on copyrighted material and shall follow all dictates of copyright law and the applicable policies of this district.

Prohibited Language

Prohibited language applies to public messages, private messages, and material posted on web pages.

Users shall not send or receive messages that contain obscene, profane, lewd, vulgar, rude, inflammatory, or threatening language.

Users shall not use the system to spread messages that can reasonably be interpreted as harassing, discriminatory or defamatory.

System Security

Users are responsible for their accounts and should take all reasonable precautions to prevent unauthorized access to them. In no case should a user provide his/her password to another individual.

Attempts to log on as any other user will result in cancellation of user privileges. Users who have been identified as a security risk, or having a history of problems with other computer systems will be denied access to the Internet.

Under no circumstances should users give passwords to other individuals or sign other users onto their account.

Vandalism will result in cancellation of privileges and possible disciplinary or legal action. Vandalism is defined as any malicious or intentional attempt to harm or destroy data of another user, the destruction of computer equipment or other property, the theft or defacing of computer equipment. This also includes the intentional uploading or creation of computer viruses when using the Internet.

Users shall immediately notify the supervising staff person or data processing department if they detect a possible security problem. Users shall not access the system solely for the purpose of searching for security problems.

Users shall not install or download software or other applications without permission of the supervising staff person.

Users shall follow all district virus protection procedures when installing or downloading approved software.

Users must take reasonable precautions to prevent virus infections on the district's equipment.

TECHNOLOGY (continued)

The downloading of any software or files without the approval of the Director of IT is strictly prohibited. Software is defined as but not limited to programs, games, browsers and sound files, which can be downloaded from the Internet.

The illegal use of copyrighted software or files is prohibited. Copyright infringement occurs when you use and/or reproduce a work that is protected by a copyright.

The accessing of non-educational content programs, games, chat rooms and recreational videos and music is strictly prohibited.

The district does not relinquish control over materials on the computer system or contained in files stored on the system.

The district reserves the right to suspend or terminate the computer access of users who have violated the AUP, and to delete or remove files found to be in violation of the AUP.

System Limits

Users shall access the system only for educational, professional or career development activities. This applies to discussion group mail lists, instant message services and participation in Internet "chat room" conversations.

Users shall check e-mail frequently and delete messages promptly.

Privacy Rights

Users shall respect the privacy of messages that they receive and refrain from reposting messages without the approval of the sender.

Users shall not publish private information about another individual.

A user does not have a legal expectation of privacy in the user's electronic communications or other activities involving the district's technology resources.

Implementation

The superintendent shall prepare regulations to implement this policy.

Adopted: June 1999; August 16, 2001
NJSBA Review/Update: April 2012
Readopted: April 29, 2014

Key Words

Acceptable Use, Blocking/Filtering Software, E-mail, Internet, Technology, Web Site, World Wide Web, **Internet safety, cyber-bullying, social networking.**

Legal References: N.J.S.A. 2A:38A-1 et seq. Computer System
N.J.S.A. 2C:20-25 Computer Related Theft
N.J.S.A. 18A:7A-10 et seq. NJQSAC
N.J.S.A. 18A:36-35 School Internet websites; disclosure of certain student information prohibited
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts

17 U.S.C. 101 - United States Copyright Law

TECHNOLOGY (continued)

47 U.S.C. 254(h) - Children's Internet Protection Act

15 U.S.C. § 6501-6506 Children's Online Privacy Protection Act

15 U.S.C. § 6551-6555 Promoting a Safe Internet for Children Act

State in re T.L.O., 94 N.J. 331 (1983), reversed on other grounds, New Jersey v. T.L.O., 569 U.S. 325 (1985).

O'Connor v. Ortega 480 U.S. 709 (1987)

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

Possible

Cross References:

- *1111 District publications
- *3514 Equipment
- 3543 Office services
- *3570 District records and reports
- 4118.2/4218.2 Freedom of speech (staff)
- *5114 Suspension and expulsion
- *5124 Reporting to parents/guardians
- *5131 Conduct/discipline
- *5131.5 Vandalism/violence
- *5142 Student safety
- 5145.2 Freedom of speech/expression (students)
- *6144 Controversial issues
- *6145.3 Publications
- 6161 Equipment, books and materials

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

CAREER AND TECHNICAL EDUCATION

The Township of Union Board of Education believes that constructive attitudes and concepts involving the dignity of all kinds of work belong in the curriculum from the beginning grades. Therefore, in fulfillment of the Core Curriculum Content Standards, the board shall develop and implement a comprehensive guidance and counseling system that facilitates career awareness and exploration for all students. The board shall ensure that educational programs shall continuously expose students to the nature of the wide variety of careers available. The cross-content workplace readiness standards shall be infused into the curriculum throughout the grades in age appropriate activities. When any hands-on experience requires use of power tools, etc., all eye protection and other appropriate safety regulations shall be observed.

Career Education and Counseling

The board shall develop and implement a comprehensive guidance and academic counseling program for all students to facilitate career awareness, exploration, and preparation in accordance with N.J.A.C. 6A:8-3.2. This program shall:

- A. Be linked to the Core Curriculum Content Standards;
- B. Be infused throughout the K-12 curriculum;
- C. Be supported by professional development programs;
- D. Take into consideration the National Career Development Guidelines and the Career Development Standards of the National Standards for School Counseling Programs of the American School Counselor Association in academic, career and personal/social development of the student;
- E. Assist students in making and implementing informed educational and career choices, including opportunities to change career focus;
- F. Develop the student's understanding of the relationship between academic attainment, career development, and personal/social development;
- G. Encourage students to create and maintain portfolios consisting of student accomplishments in academic and career oriented work;
- H. Ensure that students with disabilities (age 14 or younger), if determined appropriate by IEP, have career and academic counseling coordinated with transitional services in accordance with N.J.A.C. 6A:14-3.7.

The board shall develop and implement curriculum and instructional methods that:

- A. Are integrated with technological literacy;
- B. Provide all students with an understanding of the career application of knowledge and skills learned in the classroom; and
- C. Provide all students with the opportunity to apply knowledge and skills learned in the classroom to real or simulated career challenges.

CAREER EDUCATION (continued)

The board will develop and implement for all students a system of career development activities that:

- A. Offers the opportunity to explore career interests within, but not limited to, arts and humanities; business and information systems; mathematics, science and technology; and health and human services;
- B. Addresses district resources, community needs and student interest;
- C. Allows the board to select an appropriate delivery format that may include an integrated curriculum based on the Core Curriculum Content Standards or specialized programs that reflect the needs of students and the community; and
- D. Instills the concept of the need for continuous learning throughout one's life.

The board shall offer all high school students the opportunity to actively explore career interests by participation in structured learning experiences that are linked to the Core Curriculum Content Standards. The structured learning experiences shall:

- A. Have identifiable educational goals which support the CCCS particularly in the areas of career education; consumer, family and life skills; and technological literacy;
- B. Provide that students are supervised by school personnel in accordance with the requirements identified in the Professional Licensure and Standards rules at N.J.A.C. 6A:9-13.19 through 13.22;
- C. Be conducted at sites registered with the Department of Education via the work Registration System;
- D. Conform to federal and state law.

Career and Technical Education Programs

For purposes of this policy, "career and technical education" means an organized educational program that offers a sequence of courses that provides individuals with the academic and technical knowledge and skills the individuals need to prepare for further education and for careers in current or emerging employment sectors. It includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills of individuals. To ensure that all students have access to career and technical instruction the board shall:

- A. Guarantee all students the right to apply and, if accepted, attend a county vocational school. The sending district shall be responsible for the tuition and transportation cost;
- B. Permit students to enroll in programs of career and technical instruction outside the residence district as long as the resident district agrees to pay tuition and transportation costs, does not offer an identical type of program; and the program of career and technical instruction has space available;
- C. Provide that students shall be admitted for enrollment in classes and provided instruction on the basis of their potential for achieving the occupational or other objectives of such instruction; and
- D. Allow county vocational schools and their designated representatives' reasonable opportunity, during school hours, to present information about the county vocational schools' programs to students in local districts in grades six through 12.

Career and Technical Instruction

Career and technical instruction shall be designed to prepare individuals:

- A. For life skills and paid employment as skilled workers or technicians or paraprofessionals in recognized occupations and in new or emerging occupation;

CAREER EDUCATION (continued)

- B. For enrollment in advanced or highly skilled career and technical education programs;
- C. For making informed and meaningful occupational choices; and
- D. To achieve and combination of the above objectives.

The district board of education or institution of higher education responsible for career and technical education shall:

- A. Employ and supervise teachers;
- B. Determine whether students qualify for admission to classes;
- C. Determine the content and organization of courses and curricula;
- D. Provide career and technical education for students with disabilities in accordance with the student's individual education plan;
- E. Include special education programs and services designed to enable academically or economically limited students or students with disabilities to achieve the career and technical education programs' objectives;
- F. Provide academically or economically limited students or students with disabilities, who cannot benefit from regular career and technical education programs, special programs of career and technical instruction that include special instructional devices and techniques and supplementary services as are necessary to enable those students to achieve their career objectives;
- G. Work in coordination with the State Board of Education and in cooperation with local private agencies, organization and institutions having responsibility for the education of academically or economically limited students or students with disabilities to plan, develop, establish and administer career and technical education programs and services; and
- H. Ensure soundness and quality of career and technical instruction by the application of the Content Core Curriculum Standards.

The superintendent shall seek and use all available state, federal and private sources of revenue for the financial support of career and technical education in this district. The superintendent will develop regulations by which the career and technical education program shall be annually evaluated.

The board of education shall meet the levels of performance prescribed by the Department of Education in accordance with N.J.A.C. 6A:9-5.1, in the following areas:

- A. For secondary students, and postsecondary students in two- and four-year institutions of higher education:
 - 1. Academic attainment;
 - 2. Technical attainment;
 - 3. High school completion (for secondary students only);
 - 4. Credential/diploma attainment;
 - 5. Placement – employment, postsecondary education/further education, or military enlistment;
 - 6. Retention – education, employment, or military service (postsecondary students in two- and four-year institutions only);
 - 7. Non-traditional student participation; and
 - 8. Non-traditional student completion.
- B. For postsecondary students in county vocational school districts:

CAREER EDUCATION (continued)

1. Technical attainment;
2. Program completion;
3. Placement – employment, further education, or military enlistment;
4. Retention – education, employment, or military service;
5. Non-traditional student participation; and
6. Non-traditional student completion.

The board of education shall make continuous and significant improvement in career and technical achievement of career and technical education students, and levels of performance shall be objective, quantifiable, and measurable. The board shall also identify in the local plans the level of performance targeted for each of the core indicators of performance.

All students participating in career and technical education programs supervised by this board or in shared-time programs are considered to be regularly enrolled in the schools of this district, and subject to the policies and rules of this board, including rules regarding attendance for those periods when they are not assigned to outside work projects or other classes.

Adopted: May 23, 1989
 NJSBA Review/Update: April 2012
 Readopted: April 29, 2014

Key Words

Career Education, Vocational-technical Education

<u>Legal References:</u>	<p><u>N.J.S.A.</u> 18A:11-1 General mandatory powers and duties <u>N.J.S.A.</u> 18A:38-36 Employment certificates to part-time students <u>N.J.S.A.</u> 18A:40-12.1, -12.2 Protective eye devices required for teachers, students and visitors in certain cases <u>N.J.S.A.</u> 18A:54-20 Powers of board (county vocational schools) <u>N.J.S.A.</u> 18A:54E-1 Business and school partnerships through -5 <u>N.J.A.C.</u> 6A:7-1.7 Equality in school and classroom practices <u>N.J.A.C.</u> 6A:8-2.2 Authority for the state plan for vocational education <u>N.J.A.C.</u> 6A:8-3.2 Career education and counseling <u>N.J.A.C.</u> 6A:8-5.1 Graduation requirements <u>N.J.A.C.</u> 6A:9-1.1 <u>et seq.</u> Professional Licensure and Standards <u>See particularly:</u> <u>N.J.A.C.</u> 6A:9-11.2, -13.19 through -13.22 <u>N.J.A.C.</u> 6A:19-1.1 <u>et seq.</u> Vocational – Technical Education Programs and Standards</p> <p><u>See particularly:</u> <u>N.J.A.C.</u> 6A:19-1.2, -2.1, -2.3, -3.1, -5.1, -5.2, -6.1, -6.5, -6.7, -6.8, <u>N.J.A.C.</u> 6A:23A-17.4 Method of determining tuition rates for county vocational-technical schools <u>N.J.A.C.</u> 6A:26-12.1 <u>et seq.</u> Operation and Maintenance of Facilities <u>See particularly:</u> <u>N.J.A.C.</u> 6A:26-12.2, -12.5 <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:32-12.1 Reporting requirements <u>N.J.A.C.</u> 6A:32-14.1 Review of mandated programs and services</p>
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CAREER EDUCATION (continued)

New Jersey Cross-Content Workplace Readiness Curriculum Framework: A Road Map for Learning, NJDOE, <http://www.nj.gov/education/frameworks/ccwr/> Appendix B

Possible

<u>Cross References:</u>	*3220/3230	State funds; federal funds
	*3516	Safety
	*5142	Student safety
	*5145.4	Equal educational opportunity
	*6010	Goals and objectives
	*6121	Nondiscrimination/affirmative action
	*6141	Curriculum design/development
	*6142.2	English as a second language; bilingual/bicultural

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

Policy

HIV PREVENTION EDUCATION

The Township of Union Board of Education believes HIV education should be integrated into the comprehensive health education curriculum, but may also be applied to other curriculum areas.

The district HIV education program must address, at a minimum, the nature, transmission, prevention and effects of the disease. The program shall be provided through a coordinated sequential elementary and secondary curriculum, taking into consideration the age, growth, development and maturity of the students and the subject matter of the course. Development of the program should take into account the instructional needs of all students in the district.

The superintendent shall ensure that the information presented as a part of the HIV prevention education program is articulated in such a way that transition from grade to grade in the elementary schools and from elementary to secondary approaches to the material will be appropriate for all students.

The superintendent shall be responsible for the preparation and development of an HIV prevention education program, with active consultation and participation of an advisory committee consisting of teachers, administrators, parents/guardians, students (as appropriate), physicians, members of social and health service agencies, members of the clergy and representative members of the community. The board shall appoint the members of the committee upon the recommendation of the superintendent. The advisory committee shall be responsible for reviewing the instructional program and all materials to be used and, through the superintendent, of recommending same for board adoption.

The superintendent shall ensure that all staff involved in teaching the HIV prevention education program are properly certified for the subject area in which they are teaching and adequately prepared to teach the material. As necessary, appropriate staff training shall be provided.

Upon request, the HIV education curriculum will be made available to parents/guardians for their review. The superintendent will establish procedures whereby students whose parents/guardians present to the building principal a signed statement that a designated part of the instruction is in conflict with his/her conscience, morals or religious beliefs will be excused from that part of the curriculum. An alternative educational opportunity shall be provided during the time a student is excused from part or the entire program. The alternative educational opportunity will include topics that do not conflict with the parents/guardians beliefs but fall within the same subject area (i.e. comprehensive health education) as the program from which the student is excused. There shall be no loss of class credit or credit toward graduation from such an exemption.

The superintendent shall establish a process for evaluating and updating the HIV prevention education program to incorporate new information. Any such revisions shall be implemented after consultation with and review by an advisory committee as described above.

The board of education alone, upon the recommendation of the superintendent, shall determine the content, sequence, and materials of the HIV prevention education program. The board shall ensure compliance with all requirements of state and federal law concerning the content of the curriculum and distribution of materials.

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

HIV PREVENTION EDUCATION (continued)Key Words

AIDS, HIV Prevention Education

Legal References: N.J.S.A. 18A:33-1 District to furnish suitable facilities; adoption of courses of study
N.J.S.A. 18A:35-4.7 Parents statement of conflict with conscience
N.J.S.A. 18A:35-4.19 through-4.22 AIDS Prevention Act of 1999
N.J.S.A. 26:5c-1 et seq. Acquired Immune Deficiency Syndrome
N.J.A.C. 6A:8-3.1(d) Curriculum and instruction
N.J.A.C. 6A:16-2.1(a)7 Health services policy and procedural requirements
N.J.A.C. 8:61-1.1 et seq. Participation and Attendance at School by Individuals with HIV Infection
N.J.A.C. 12:100-4.2 Safety and Health Standards for Public Employees (Adoption by reference)

29 CFR 19910.1030 - Bloodborne Pathogens StandardNo Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.S. T. v. Board of Education of the City of Millville, 1986 S.L.D. (December 24), aff'd St. Bd.**Possible**

Cross References: *1220 Ad hoc advisory committees
*4131/4131.1 Staff development; inservice education/visitations/conferences
*5124 Reporting to parents/guardians
*5131.6 Drugs, alcohol, tobacco (substance abuse)
*5141 Health
*5141.2 Illness
*5145.4 Equal educational opportunity
*6122 Articulation
*6140 Curriculum adoption
*6141 Curriculum design/development
*6142 Subject fields
*6142.1 Family life education
*6142.4 Physical education and health
*6144 Controversial issues
*6146 Graduation requirements
*6161.2 Complaints regarding instructional materials
*6300 Evaluation of the instructional program

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

Policy

CURRICULUM GUIDES

The superintendent shall oversee development of curriculum guides for every course and area of study for every grade level. Each guide shall contain objectives for concepts and skills to be taught and attitudes to be developed; necessary study skills; suggested materials and activities designed to achieve all of these; and evaluation criteria intended to test the extent to which learning objectives have been met. Curriculum guides shall include all requirements of the Core Curriculum Content Standards.

Teachers shall use the guides as the core of their instructional planning. It shall be the responsibility of the building principal to ensure that curriculum guides are being followed.

A copy of each guide in use shall be kept on file in each school office. Such guides shall be available for public inspection.

Because curriculum guides are the means of implementing instruction in courses adopted by the board as the curriculum of the district, the board shall approve any new curriculum guides or any revision to an existing guide before they are put into effect.

Curriculum guides for all grades and subjects shall be placed on the District website and shall be maintained and updated as appropriate.

Adopted: No date
NJSBA Review/Update: April 2012
Readopted: April 29, 2014

Key Words

Curriculum, Curriculum Guides, Subject Fields

Legal References: N.J.A.C. 6A:8-1.3 Definitions
N.J.A.C. 6A:8-2.1 et seq. The Core Curriculum Content Standards
N.J.A.C. 6A:8-3.1 et seq. Implementation of the Core Curriculum Content Standards
N.J.A.C. 6A:8-5.1 Graduation requirements
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts

Possible

Cross References: *6122 Articulation
*6140 Curriculum adoption
*6141 Curriculum design/development
*6142 Subject fields
*6142.2 English as a second language; bilingual/bicultural
*6147 Standards of proficiency

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

Policy

LESSON PLANS

All teachers are required to maintain and use an updated curriculum guide for preparation of lesson plans for each subject taught. Lesson plans must include objectives which specify what students should know, or be able to do, at the completion of that lesson. Lesson plans should be prepared in enough detail with enough clarity to enable a substitute teacher to carry on the program during the absence of a teacher. **Lesson plans must include common core standards, opening, guided practice, independent practice, closure and assessments. Lessons must be differentiated, i.e. tiered, groups, stations.**

When the teacher plans to use materials not included in the curriculum guide, he/she should list these materials in the lesson plan.

The building principal, **Vice Principal or Supervisor** shall check lesson plans on a regular basis.

NJSBA Review/Update: April 2012
Adopted:

Key Words

Lesson Plans, Curriculum Guides, Curriculum

Legal References: N.J.S.A. 18A:11-1 General mandatory powers and duties
N.J.S.A. 18A:54-20 Powers of board (county vocational schools)
N.J.A.C. 6A:8-2.1 et seq. The Core Curriculum Content Standards
N.J.A.C. 6A:8-3.1 et seq. Implementation 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:13-21 **Standard-based Instruction**
N.J.A.C. 6A:9-11.18 **Supplemental Instruction, reading and math**

Possible

Cross References: *4115 Supervision
*4116 Evaluation
*4121 Substitute teachers
*6010 Goals and objectives
*6142 Subject fields
*6143 Curriculum guides

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

Policy

CONTROVERSIAL ISSUES

Free discussion of controversial issues--political, economic, social--shall be encouraged in the classroom whenever appropriate for the level of the group.

Issues may be considered controversial which arouse strong reactions, based either on personal conviction or allegiance to a group. School treatment of controversial issues shall be designed to instruct students in fair and objective study techniques. The decision on whether a particular controversial issue shall become a matter for school study shall be based on the timeliness of the question, the maturity and needs of the students and the purposes of the schools.

Classroom discussions on controversial questions which arise unexpectedly shall be the responsibility of the teacher, who shall provide relevant information on both sides of the question. Such discussions shall be kept free from the assumption that there is one correct answer that should emerge from a discussion and be taught authoritatively to the students. Students shall be taught to recognize each other's right to form an opinion on controversial issues, and shall be assured of their own right to do so without jeopardizing their relationship with the teacher or the school.

When public employees make statements pursuant to their official duties: in the classroom, at board meetings, and at other meetings related to educational issues affecting the district, the employees are not speaking as citizens for First Amendment purposes, and the Constitution does not insulate their communications from employer discipline (Garcetti v. Ceballos).

The building principal shall have the authority to limit or suspend discussion of controversial issues pending a review of the issue/materials. Instructional materials not previously approved must be reviewed by the principal before being introduced into the classroom.

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

Key Words

Controversial Issues, Curriculum, Instructional Materials, Censorship

Legal References: N.J.S.A. 18A:11-1 General mandatory powers and duties
N.J.S.A. 18A:36-34 Written approval required prior to acquisition of certain survey information from students
N.J.S.A. 18A:54-20 Powers of board (county vocational schools)

Student Protection Rights Amendment - 20 U.S.C. 1232h

Tenure Hearing of William Lee Johnson, Clearview Regional School District, 79 S.L.D. 267; 79 S.L.D. 273 aff'd with deletion of paragraph

Garcetti v. Ceballos 2006 U.S. LEXIS 4341(May 2006)

Possible

Cross References: *1312 Community complaints and inquiries

CONTROVERSIAL ISSUES (continued)

- 5145 Rights
- *6115 Ceremonies and observances
- *6141.2 Recognition of religious beliefs and customs
- *6145.3 Publications
- *6161.1 Guidelines for evaluation and selection of instructional materials
- *6161.2 Complaints regarding instructional materials

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