

EXTRACURRICULAR ACTIVITIES

The Township of Union Board of Education believes that the educational goals and objectives of the district are best achieved by a diversity of learning experiences, some of which are more appropriately conducted outside the regular classroom program.

The purpose of extracurricular activities shall be:

- A. To develop useful new capabilities in students that can lead to extension of career opportunities;
- B. To develop student initiative and provide for the exercise of responsibility;
- C. To develop leadership capabilities and good organizational skills;
- D. To aid students in the social skills;
- E. To enable students to explore a wider range of individual interests than might be available in the regular program.

For purposes of this policy, "extracurricular activities" shall be those activities that are sponsored or approved by the board but are not offered for credit toward graduation. Such activities shall generally be conducted outside the regular school day, available to students who voluntarily elect to participate, marked by student participation in the processes of initiation, planning, organizing and execution and shall ordinarily include band, clubs, dramatic or musical presentations, and intramural and interscholastic sports.

Equal access to school facilities shall be granted to all activities that meet this definition.

The superintendent shall prepare procedures to implement an extracurricular program which shall:

- A. Assess the needs and interests of the students of this district;
- B. Ensure the provision of competent guidance and supervision by staff;
- C. Guard against the exploitation of students;
- D. Provide for a variety of experiences and a diversity of organizational models;
- E. Provide for the continuing evaluation of the extracurricular program and staff;
- F. Ensure that all extracurricular activities are open to all eligible students and that all students are fully informed of the opportunities open to them.

The guidance goal for each student shall be a balanced program of appropriate academic studies and activities to be determined by the school, the parents/guardians and the student. Guidance is necessary to encourage nonparticipants, and to prevent the overenthusiastic from emphasizing activities at the cost of their academic performance.

EXTRACURRICULAR ACTIVITIES (continued)

Only persons in the employ of a board of education shall be permitted to organize district students during school time or during any recess in the school day for purposes of instruction or coaching or for conducting games, events, or contests in physical education or athletics.

No activity shall be considered to be under the sponsorship of this board unless it has been approved by the board on recommendation of the superintendent. Fund-raising activities of extracurricular groups must be approved by the board.

All students in good disciplinary and academic standing shall have equal access to all extracurricular activities regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status.

Good Disciplinary Standing

Good disciplinary standing shall mean that a student is not eligible to participate while serving a detention or suspension. Students who are currently serving detentions, suspensions or a combination of the two during one term may be found not eligible to participate the following term.

- A. When a student already participating in an extracurricular activity is reported for an infraction of the rules for student conduct, the principal shall appoint a staff committee to consider whether the student shall be removed from any or all extracurricular activities.
- B. If a student was in bad disciplinary standing the previous term, the principal shall refer the matter to a staff committee to determine whether the student shall be permitted to participate during the current term.

Attendance

The district's attendance policy shall also apply.

Implementation

The superintendent shall direct development of detailed regulations to ensure equitable implementation of this policy. Particular care shall be taken to ensure that all extra-curricular programs and their operation comply with district equity requirements. Participation in academically related coaching or tutoring groups may be exempt from the eligibility requirement at the superintendent's discretion.

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

Key Words

Extracurricular Activities, Co-curricular Activities, Student Activities

<u>Legal References:</u> <u>N.J.S.A.</u> 10:5-1 et seq.	Law Against Discrimination
<u>N.J.S.A.</u> 18A:11-3	Voluntary associations regulating conduct of student activities; membership; rules and regulations; appeals
<u>N.J.S.A.</u> 18A:19-14	Funds derived from student activities
<u>N.J.S.A.</u> 18A:35-20	Participation in courses in which verbalization unessential to understanding of subject matter; location of and children in bilingual programs
<u>N.J.S.A.</u> 18A:42-5, -6	Certain student organizations declared harmful ...
<u>N.J.S.A.</u> 34:13A-1 et seq.	<u>New Jersey Employer-Employee Relations Act</u>

EXTRACURRICULAR ACTIVITIES (continued)

<u>N.J.A.C.</u> 6A:7-1.1 et seq.	Managing for Equality and Equity in Education
<u>N.J.A.C.</u> 6A:8-3.2	Career education and counseling
<u>N.J.A.C.</u> 6A:9-5.19	Athletics personnel
<u>N.J.A.C.</u> 6A:16-2.2	Required health services
<u>N.J.A.C.</u> 6A:30-1.1 et seq.	Evaluation of the Performance of School Districts
<u>N.J.A.C.</u> 6A:32-9.1 et seq.	Athletics Procedures
<u>N.J.A.C.</u> 6A:32-14.1	Review of mandated programs and services

20 U.S.C.A. 4071-4074 - Equal Access Act

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

Krupp v. Bd. of Ed. of Union County Reg. H.S. Dist. #1, 278 N.J. Super. 31 (App. Div. 1994) cert. den. 140 N.J. 277 (1994)

Good News Club v. Milford Central School, 121 U.S. 2093 (2001)

NJSIAA Constitution, Bylaws, Rules and Regulations

Possible

<u>Cross References:</u>	1210	Community organizations
	1320	Participation in out of school community activities
	*1322	Contests for students
	*2224	Nondiscrimination/affirmative action
	*3453	School activity funds
	4143	Extra pay for extra work
	*5113	Absences and excuses
	*5126	Awards for achievement
	*5131	Conduct/discipline
	*5136	Fund-raising activities
	5143	Insurance
	*5145.4	Equal educational opportunity
	*6010	Goals and objectives
	*6142	Subject fields
	6142.5	Travel and exchange programs
	*6142.12	Career education
	*6145.1/6145.2	Intramural competition; interscholastic competition
	6145.4	Public performances and exhibitions
	6145.5	Student organizations
	6145.7	Social events/meetings
	*6146	Graduation requirements
	*6153	Field trips

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

TOWNSHIP OF UNION BOARD OF EDUCATION
Union, New Jersey

FILE CODE: 6145.1/6145.2

<input type="checkbox"/>	Monitored
<input checked="" type="checkbox"/>	Mandated
<input checked="" type="checkbox"/>	Other Reasons

Policy

INTRAMURAL COMPETITION; INTERSCHOLASTIC COMPETITION

The Township of Union Board of Education considers all competitive extracurricular activities--academic, artistic and athletic--an integral part of the total educational program. Competitive activities shall be under the same administration and control as the rest of the school program and closely articulated with it.

Competitive activities can provide students with valuable experiences and opportunities. In this district, the emphasis in any competition--intramural or interscholastic--shall be on providing such experiences and opportunities rather than on producing winning teams or providing entertainment. Practice for or performance in any competitive event shall not interfere with the regular educational program.

The board shall approve all proposed interscholastic competition, either as a schedule or as a discrete event, whichever is appropriate. The board must approve membership in any leagues, associations and conferences, and any agreements with other schools for a series of games or events. Contests of any kind between and among the schools of the district shall be approved by the superintendent.

The board shall appoint coaches, advisors, physicians and other necessary supervisory personnel upon recommendation of the superintendent. The superintendent shall also ensure that training programs/regulations are developed for all extracurricular athletic activities and that all physical facilities involved in any competition in which district schools take part shall be adequate, safe and sanitary.

Public recognition shall be given to participants in academic or artistic competitions in the same measure as to athletic competitors. The district's affirmative action resolution and plan for equity in school and classroom practices shall apply to determining eligibility for competition, approval of each competitive activity in which students officially represent the district, and district expenditure to provide facilities and coaches.

Parental Consent

No student may participate in a school-sponsored physical activity outside the regular physical education curriculum without a signed consent form from a parent/guardian naming the activity and acknowledging that the activity may be hazardous.

Academic Eligibility

The superintendent shall develop procedures for students' academic eligibility to participate in intramural and interscholastic activities.

Attendance Standards

Attendance standards shall be those set in policy 5113 Attendance, Absences and Excuses. In particular, a student shall not participate in a performance, exhibition, practice or athletic event unless he/she has been present in school that day or has been absent for an excused reason other than for sickness.

Disciplinary Standards

Disciplinary standards are based on board policies 5114 Suspension and Expulsion and 5131 Conduct/Discipline. Students on disciplinary probation or serving a detention or suspension may not practice, perform or compete. The superintendent and the building principal shall decide at the end of a probation or suspension whether the student may return to practice and competition.

INTRAMURAL COMPETITION;
INTERSCHOLASTIC COMPETITION (continued)

Special Education Students

To participate in interscholastic competition, special education students must meet the same requirements listed above in conformity with IEPs.

Physical Eligibility

All students in grades seven through 12 participating in intramural or interscholastic athletics must be given a medical examination within 365 days prior to the first practice session, with a health history update if the examination was completed more than 60 days prior to the first practice session of the first sport participated in. The medical examination shall be given at the student's medical home, as defined in file code 5141.3 Health Examinations and Immunizations. If a student does not have a medical home, the school physician shall conduct the medical examination. Examinations shall be made available throughout the school year consistent with the district athletic schedule. The examination shall be documented on the form approved by the commissioner of education and include, as a minimum, the components listed in the administrative code. In the event a private physician is used, the medical examination shall not be at the expense of the board of education.

The parents/guardians shall be sent written notification signed by the examining physician testifying to the student's physical fitness to participate in athletics. The reason for the physician's disapproval of the student's participation shall be included in the notification. The health findings of the medical examination for participation in athletics shall be made part of the general health examination record.

The superintendent shall present to the board for adoption procedures for administration of the required medical examination. The procedures for the medical examination to determine the fitness of a student to participate in athletics shall include a form for a medical history to be filled out and returned by a parent/guardian and a form to be filled out by the examining physician.

The medical examination to determine the fitness of a student to participate in athletics shall include, as a minimum, the following:

- A. A medical history questionnaire, completed by the parent/guardian of the student, to determine if the student:
 1. Has been medically advised not to participate in any sport, and the reason for such advice;
 2. Is under a physician's care and the reasons for such care;
 3. Has experienced loss of consciousness after an injury;
 4. Has experienced a fracture or dislocation;
 5. Has undergone any surgery;
 6. Takes any medication on a regular basis, the names of such medication and the reasons for such medication;
 7. Has allergies including hives, asthma and reaction to bee stings;
 8. Has experienced frequent chest pains or palpitations;
 9. Has a recent history of fatigue and undue tiredness;
 10. Has a history of fainting with exercise;
 11. Has a history of family members dying suddenly.

INTRAMURAL COMPETITION;
INTERSCHOLASTIC COMPETITION (continued)

B. A physical examination which shall include, as a minimum, no less than:

1. Measurement of weight, height, and blood pressure;
2. Examination of the skin to determine the presence of infection, scars of previous surgery or trauma, jaundice, and purpura;
3. Examination of the eyes to determine visual acuity, use of eyeglasses or contact lenses, and examination of the sclera for the presence of jaundice;
4. Examination of the ears to determine the presence of acute or chronic infection, perforation of the eardrum and gross hearing loss;
5. Examination of the nose to assess the presence of deformity which may affect endurance;
6. Assessment of the neck to determine range of motion and the presence of pain associated with such motion;
7. Examination of chest contour;
8. Auscultation and percussion of the lungs;
9. Assessment of the heart with attention to the presence of murmurs, noting rhythm and rate;
10. Assessment of the abdomen with attention to the possible presence of hepatomegaly, splenomegaly, or abnormal masses;
11. Assessment of the back to determine range of motion and abnormal curvature of the spine;
12. Examination of extremities to determine abnormal mobility or immobility, deformity, instability, muscle weakness or atrophy, surgical scars and varicosities;
13. Examination of the testes to determine the presence and descent of both testes, abnormal masses or configurations, or hernia;
14. Assessment of physiological maturation;
15. Neurological examination to assess balance and coordination and the presence of abnormal reflexes.

Insurance

The board will cover each participant in interscholastic football with insurance coverage as recommended by the current insurance carrier. All other interscholastic activities shall be covered at the recommendation of the insurance advisor and superintendent.

Parents/guardians shall be strongly encouraged to participate in the supplemental student accident insurance program offered by the board.

Pamphlet on Sudden Cardiac Arrest

Once each school year, the superintendent or designee shall distribute to parents/guardians of students participating in school sports, the New Jersey Department of Education's pamphlet on sudden cardiac death. The pamphlet includes a description of early warning signs and privately available screening options.

Good Sportsmanship

The board believes that instilling habits of good sportsmanship should be one of the primary goals of athletic endeavors and that all district employees should model good behaviors in this area.

It is especially important that the athletic director and coaches accept the responsibility for encouraging young athletes to handle themselves in a sportsmanlike way and be models of self-control and dignity for players and spectators. Coaches shall include discussions on courtesy and sportsmanlike behavior as part of pre-game activities. Student fans shall be reminded that their conduct reflects on the schools of this district and that poor sportsmanship will be disciplined.

INTRAMURAL COMPETITION;
INTERSCHOLASTIC COMPETITION (continued)

Parents/guardians and other adult spectators shall also be encouraged to act as models for young people by demonstrating self-control and dignity at all athletic events.

Unsportsmanlike behavior as exhibited through verbal abuse, rude gestures, taunts, obscenities, thrown objects, etc., shall not be tolerated in students, staff or any persons in attendance at district athletic competitions. Discipline may include, but not be limited to, eviction from the competition and prevention from attending further competitions.

The superintendent shall prepare regulations on good sportsmanship and ensure their dissemination to students, parents/guardians and the community.

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

Key Words

Extracurricular Activities, Cocurricular Activities, Competition, Intramural Competition, Interscholastic Competition

<p><u>Legal References:</u> <u>N.J.S.A. 5:17-1 et seq.</u></p> <p><u>N.J.S.A. 18A:11-3</u></p> <p><u>N.J.S.A. 18A:26-2.1 et al.</u></p> <p><u>N.J.S.A. 18A:36-20</u></p> <p><u>N.J.S.A. 18A:40-41</u></p> <p><u>N.J.S.A. 18A:40A-1 et seq.</u></p> <p><u>See particularly:</u></p> <p><u>N.J.S.A. 18A:40A-9, -10, -11</u></p> <p><u>N.J.S.A. 18A:42-2</u></p> <p><u>N.J.S.A. 18A:43-1</u></p> <p><u>N.J.A.C. 6A:7-1.4</u></p> <p><u>N.J.A.C. 6A:7-1.7</u></p> <p><u>N.J.A.C. 6A:9-5.19</u></p> <p><u>N.J.A.C. 6A:16-1.4(a)8</u></p> <p><u>N.J.A.C. 6A:16-2.1 et seq.</u></p> <p><u>See particularly:</u></p> <p><u>N.J.A.C. 6A:16-2.2</u></p> <p><u>N.J.A.C. 6A:30-1.1 et seq.</u></p> <p><u>N.J.A.C. 6A:32-9.1 et seq.</u></p> <p><u>See particularly:</u></p> <p><u>N.J.A.C. 6A:32-9.1(c), -9.1(d), -9.1(f)</u></p> <p><u>N.J.A.C. 6A:32-14.1</u></p> <p>20 <u>U.S.C.A. 1681 et seq.</u> - Title IX of the Education Amendments of 1972</p> <p>29 <u>U.S.C.A. 794 et seq.</u> - Section 504 of the <u>Rehabilitation Act of 1973</u></p>	<p>Athletic code of conduct permitted; "youth sports event" defined...</p> <p>Voluntary associations regulating conduct of student activities; membership; rules and regulations; appeals</p> <p>Supervisory certificate required for appointment as director of athletics</p> <p>Discrimination; prohibition</p> <p>Pamphlet on sudden cardiac death</p> <p>Substance abuse</p> <p>School orchestra not to compete with civilian musicians; exceptions</p> <p>Accident insurance for students authorized</p> <p>Responsibilities of the district board of education</p> <p>Equality in school and classroom practices</p> <p>Athletics personnel</p> <p>District policies and procedures</p> <p>General Provisions for School Health Services</p> <p>Evaluation of the Performance of School Districts</p> <p>Athletic Procedures</p> <p>Review of mandated programs and services</p>
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INTRAMURAL COMPETITION;
INTERSCHOLASTIC COMPETITION (continued)

Krupp v. Bd. of Ed. of Union County Reg. H.S. Dist. #1, 278 N.J. Super. 31 (App. Div. 1994) cert. den. 140 N.J. 277 (1994)

NJSIAA Constitution, Bylaws, Rules and Regulations

The Comprehensive Equity Plan, New Jersey State Department of Education

Possible

<u>Cross References:</u>	*1322	Contests for students
	1500	Relations between area, county, state, regional and national associations and the district
	*3250	Income from fees, fines, charges
	*3453	School activity funds
	3530	Insurance management
	*3541.31	Privately owned vehicles
	4143	Extra pay for extra work
	*5125	Student records
	*5126	Awards for achievement
	*5131	Conduct/discipline
	*5141.1	Accidents
	*5141.3	Health examinations and immunizations
	5143	Insurance
	*5145.4	Equal educational opportunity
	*6121	Nondiscrimination/affirmative action
	*6142.4	Physical education and health
	*6145	Extracurricular activities
	6145.4	Public performances and exhibitions
	*6146	Graduation requirements
	*6147.1	Evaluation of individual student performance

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

Regulation

EMERGENCY PROCEDURES FOR ATHLETIC PRACTICES AND COMPETITIONS

Definitions

- A. "Athletic competition" and "athletic activities" mean all practice sessions and competitive contests, games, events, and exhibitions with individual students or teams of one or more schools of this district or of other districts and include cheerleading;
- B. "Health personnel" means the school nurse, the school medical inspector, the designated team doctor, a licensed physician, the Athletic Trainer, and members of the first aid squad or ambulance team;
- C. "Parent" means the parents/guardians having legal custody and control of a student; and
- D. "Student" means a student enrolled in this district and a student enrolled in any district who is present in this district for the purpose of participating in a program of athletic competition sponsored by the Township of Union Board of Education.

Precautions

- A. All athletic coaches, including assistant coaches, will be trained in CPR, in first aid and in the identification of injured and disabled student athletes;
- B. Athletic coaches are responsible at all times for the supervision of students to whom they have been assigned. Students shall not be left unattended at any time before, during and after any event and/or practice;
- C. Students who participate in athletic competition shall be trained in proper athletic procedures, in the proper use of athletic equipment, and in the proper use of protective equipment and in the proper use of protective equipment and clothing;
- D. Student athletes shall be required to report promptly to the athletic coach any injury or disability occurring to the student himself/herself or to another student;
- E. First aid supplies and equipment shall be readily available at all athletic activities and shall be maintained in proper condition;
- F. First aid and emergency medical procedures will utilize universal precautions in handling blood and body fluids as indicated in Policy 3516;

Emergency Procedures

The following procedures shall be implemented whenever a student athlete is injured or disabled in the course of an athletic practice or competition sponsored by this district:

- A. The athletic coach shall immediately notify the health personnel present at the activity and the health personnel shall assume responsibility for the emergency treatment of the student;
- B. If no health personnel are present, or if none can be immediately summoned to the student's aid, the athletic coach shall administer such first aid as may be necessary;
- C. If the student's injury or disability requires more than routine first aid, the athletic coach shall:

EMERGENCY PROCEDURES FOR ATHLETIC PRACTICES AND COMPETITIONS (continued)

1. Summon an ambulance by calling 911; or
 2. Arrange for the student's transportation to the nearest hospital or the office of the school medical inspector.
- D. The athletic coach or his/her designee shall promptly notify the athletic director, building principal, the superintendent, and the student's parent/guardians of the student's injury or disability and the condition and location of the student;
- E. An injured or disabled student who has been transported away from school premises must be accompanied by the athletic coach, a member of the athletic department, a health professional, or other responsible adult known to the athletic coach; and
- F. These procedures shall be followed when the injured or disabled student is a member of a visiting team or district, and every effort shall be made to cooperate with the staff of the district in which the student is enrolled.

Reports

- A. The athletic coach or athletic trainer shall complete and file a report of every injury or disability that occurs to a student in the course of his/her participation in the athletic program of this district, regardless of the severity of the injury or disability. The report shall include:
1. The date of the incident;
 2. The name, age, grade level, and gender of each injured or disabled student;
 3. The district in which the student is enrolled;
 4. The name and district of each student involved in the incident;
 5. A narrative account of the incident;
 6. A detailed description of the injury or disability;
 7. The treatment given on school premises and the names of the health personnel, if any, who treated the student;
 8. The place, if any, to which the student was taken and the persons who accompanied the student; and
 9. A memorandum of the notice given to the student's parents/guardians.
- B. Copies of the report shall be filed with the school nurse and the building principal within twenty-four hours of the incident;
- C. The building principal shall report the incident to the superintendent, who shall report to the board;
- D. A copy of each report of an incident of student injury or disability that occurs in the course of athletic activities shall be maintained by the athletic director, who shall analyze reports for patterns that indicate a need for revision of the district's safety and/or athletics program. The athletic director shall report the findings of his/her analysis to the superintendent at the close of each sport season; and
- E. The parent(s)/guardian(s) of each injured or disabled student will be given assistance in the completion and filing of insurance claim forms.

Readmission to Athletic Activities

A student injured or disabled in the course of an athletic activity will be permitted to participate in athletic competition only on the written permission of the school medical inspector or designated team doctor, who must first examine the student to determine his/her fitness to participate in athletics. Written notice of that determination, signed by the school medical inspector or designated team doctor as appropriate, shall be given to the student's parents/guardians.

Adopted: No date
Readopted: April 29, 2014

TOWNSHIP OF UNION BOARD OF EDUCATION
Union, New Jersey

FILE CODE: 6145.3
 Monitored
 Mandated
 Other Reasons

Policy

PUBLICATIONS

The Township of Union Board of Education sponsors student publications as important elements of the instructional program. Students are encouraged to develop skills of written and verbal communication and to exercise the right to express their opinions freely and responsibly.

The rights of free speech, and free expression of students in public schools pursuant to the First Amendment, are not automatically coextensive with the rights of adults in other settings and shall be applied in light of the special characteristics of the school environment. The board of education reserves the right to exercise prepublication control over school-sponsored publications through administrative staff and faculty. Students shall have the right to appeal the exercise of censorship by school district staff to the board of education.

Student expression may be restricted, if it can be determined that such expression is inconsistent with the basic educational mission of the school district and when censorship action is reasonably related to legitimate educational concerns.

Students who violate this policy by expression, publication or distribution of any materials which are biased or prejudiced, vulgar or profane, unsuitable for immature audiences, or which do not meet the school district's high standards of learning and propriety consistent with its educational goals and objectives may be subject to appropriate discipline.

This policy shall be implemented in accordance with regulations to be developed by the superintendent. The regulations shall:

- A. Identify school district staff responsible for student publications;
- B. Establish procedures for prepublication review; and
- C. Specify procedures for appeal by students to the board of education with provisions for prompt decisions to be made at each level.

Web Sites

School-sponsored web sites are also subject to this policy and to the same regulatory constraints as are print publications.

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

Key Words

Publications, Student Publications

Legal References: N.J.S.A. 18A:11-1 General mandatory powers and duties
N.J.S.A. 18A:36-35 School Internet web sites; disclosure of certain student information prohibited

PUBLICATIONS (continued)

N.J.S.A. 18A:54-20 Powers of boards (county vocational schools)
N.J.A.C. 6A:8-3.1 et seq. Implementation of the Core Curriculum Content Standards

Tinker v. Des Moines Independent School District, 393 U.S. 503 (1969)

Bethel School District No. 403 v. Fraser, 478 U.S. 675 (1986)

Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988)

Desilets v. Clearview Regional Board of Education, 137 N.J. 585 (1994)

Possible

Cross References: *1111 District publications
5145 Rights
5145.2 Freedom of speech/expression
*5145.5 Photographs of students
*6142.10 Technology

*Indicates policy is included in the Critical Policy Reference Manual

Policy

STUDENT COUNCIL

All members of the respective faculty and student body are citizens of the Student Council.

The Student Congress is the governing body of this organization. It is made up of one representative from each homeroom and the elected officers of the Student Council.

The purpose of this organization is to:

- A. Develop attitudes of, and practices in, good citizenship;
- B. Promote harmonious relations throughout the entire school;
- C. Improve student-teacher relationships; improve school morale;
- D. Assist in the management of the school; provide a forum of student expression;
- E. Provide orderly direction of school activities;
- F. Charter school clubs and other organizations; and
- G. Promote the general welfare of the school.

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

Key Words

Student Government, Student Council, Secret Societies, Equal Access

Possible

<u>Cross References:</u>	1210	Community organizations
	*1230	School-connected organizations
	*3450	Money in school buildings
	*5020	Role of parents/guardians
	*5136	Fund-raising activities
	*6145	Extracurricular activities

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

Policy

STUDENT SOCIAL EVENTS AND MEETINGS

The Township of Union Board of Education believes that the school is the appropriate setting for approved student social functions and meetings. Appropriate sections of the regulations governing community use of school facilities shall apply to these occasions.

The rules governing student conduct shall be enforced, as well as specific regulations suited to the particular functions, whether the event is held on school property or elsewhere.

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Key Words

Social Events, Meetings

Possible

Cross References: 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
*6153 Field trips

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

GRADUATION REQUIREMENTS

In order to be graduated from the Township of Union School District high school, and receive a state-endorsed board of education diploma, a student must:

- A. Meet both state and district proficiency standards in the core curriculum content areas; achieve or exceed passing grade on HSPA;
- B. Complete successfully any course requirements stated in the administrative code, unless those of the district are greater, in which case the district's standard must be met. The proficiencies required must include the Core Curriculum Content Standards approved by the State Board of Education;
- C. Select and complete successfully enough elective credits to meet the district minimum of 260 credits.
- D. Complete twenty (20) hours of approved community service.**

Successful completion means that the student has demonstrated the degree of proficiency required by the district to indicate achievement of the district goals for the particular course, and has attended the required number of course sessions.

Transfer students must meet all state and local requirements in order to receive a Township of Union School District high school diploma.

The superintendent shall put into effect the procedures necessary to assess each student upon entry into the system, and, annually thereafter, to identify those students not meeting the state or district proficiency requirements. He/she shall develop the programs necessary to remedy these deficiencies at the lowest possible grade level.

Basic Skills

Students who ~~do not pass~~ **achieve a score of partially proficient on** the New Jersey Assessment of Skills and Knowledge for grade eight (NJ ASK 8) shall be provided appropriate remediation.

Twelfth-grade students who have satisfied all other graduation requirements but have repeatedly failed the statewide examination shall receive a special review assessment as provided by law.

Students with Limited English Proficiency

Students with limited English proficiency must be provided with the program opportunities required by law, and must fulfill the regular state and district requirements for graduation.

Special Education Students

A disabled student must meet all state and local high school graduation requirements in order to receive a state-endorsed high school diploma unless exempted in his/her IEP with the written approval of the superintendent.

GRADUATION REQUIREMENTS (continued)

A student who qualifies may take the Alternate Proficiency Assessment, if alternate requirements for graduation have been specified in his/her IEP.

By June 30 of a disabled student's last year in the elementary program, the student's case manager, parent/guardian and teacher(s) shall meet to review the instructional guide and basic plan of the student's IEP in view of the transition to the secondary program. Input from appropriate staff from the secondary school shall be part of the review.

The basic plan of the IEP for the student exiting the elementary program will address all the elements required in the administrative code. The description of the educational program will include exemptions, if any, from regular education program options or state and local graduation requirements including HSPA, along with the rationale for the exemptions. The exemptions must be approved in writing by the superintendent.

Required reviews of the IEP shall continue to address graduation requirements and shall explain why the proficiencies required for graduation are not part of the IEP.

Because graduation with a state-endorsed diploma is a change of placement that requires written notice, all procedures described in the administrative code shall be followed scrupulously. Procedures shall include written notice to parents/guardians that includes a copy of procedural safeguards published by the State Department of Education and opportunity for mediation or a due process hearing.

Proficiency

In consultation with appropriate professional staff, the superintendent shall develop and present to the board for adoption indicators of achievement and standards of proficiency and attendance demonstrating successful completion of each course offered at every level of the high school.

The subject matter and standards of proficiency shall be articulated with the district's elementary schools and with sending elementary districts.

In accordance with law, the board of education shall have copies of this policy distributed to all ninth-grade (or otherwise entering) students and their parents/guardians.

They shall also be informed as to the examinations, demonstrated proficiencies, course and credit hour requirements, attendance policies, and any other state and local requirements.

Proficiency requirements for each individual course shall be given to students on registering for the course.

The yearly program of studies for each student in the high school must be approved and signed by the parent/guardian, except in the case of 18-year-old students.

Early Graduation

Students who have clearly demonstrated a scholastic aptitude, an unusual readiness for the world of work, a financial need, or a serious health or family concern may be considered for early graduation. Minimal graduation requirements must be completed early. Approval must be obtained from the parents/guardians and the administration.

Student Enrollment in College Courses

The board shall make reasonable efforts to develop articulation agreements with New Jersey colleges and universities to facilitate the delivery of college credit courses to qualified students. The board shall determine

GRADUATION REQUIREMENTS (continued)

eligibility requirements for these students and monitor the quality of the courses offered and college faculty who teach the courses.

Reporting and Monitoring

The superintendent shall report annually at a public meeting, not later than September 30, to the board and to the commissioner:

- A. The total number of students graduated in the aggregate and disaggregated according to subgroups described in federal law;
- B. The number of students graduated under the Alternative High School Assessment (AHSA) process;
- C. The number of students receiving state-endorsed high school diplomas as a result of meeting any alternate requirements for graduation as specified in their IEP's;
- D. The total number of students denied graduation from the 12th grade class;
- E. The number of students denied graduation from the 12th grade class solely because of failure to pass the High School Proficiency Assessment (HSPA) or Alternative High School Assessment (AHSA), based on the provisions of administrative code.

This information shall be reported to the board at a public meeting prior to the date prescribed by law.

The board shall review this policy annually and shall adopt all regulations required by law.

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

Key Words

High School Graduation, Early Warning Test, HSPT, Graduation, Graduation Requirements

Legal References:	<p><u>N.J.S.A.</u> 18A:4-25 Prescribing minimum courses of study for public schools; approval of courses of study</p> <p><u>N.J.S.A.</u> 18A:7C-1 Commissioner of education to develop a program of standards and guidelines</p> <p><u>N.J.S.A.</u> 18A:7C-2 Boards of education; establishment of standards</p> <p><u>N.J.S.A.</u> 18A:7C-4.1 Operation Recognition; purpose; eligibility; application procedure</p> <p><u>N.J.S.A.</u> 18A:7C-5.1 Boards of education prohibited from excluding students from graduation ceremony or from obtaining yearbook for inability to pay fees</p> <p><u>N.J.S.A.</u> 18A:7F-46 Review, update of the CCCS, Educational Adequacy Report</p> <p><u>N.J.S.A.</u> 18A:33-1 District to furnish suitable facilities; adoption of courses of study</p> <p><u>N.J.S.A.</u> 18A:35-1 <u>et seq.</u> Curriculum and courses</p> <p><u>N.J.S.A.</u> 18A:36-17 Credit of seniors in active military and naval service, etc.</p> <p><u>N.J.A.C.</u> 6:30-3.7 Graduation</p> <p><u>N.J.A.C.</u> 6A:8-1.1 <u>et seq.</u> Standards and Assessment</p> <p><u>See particularly:</u></p>
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GRADUATION REQUIREMENTS (continued)

<u>N.J.A.C.</u> 6A:8-1.2,-2.1,-3.1, -3.3,-4.1, -4.2, -4.3, -5.1, -5.2	
<u>N.J.A.C.</u> 6A:14-3.7	Individualized education program
<u>N.J.A.C.</u> 6A:14-4.11	Graduation
<u>N.J.A.C.</u> 6A:15-1.11	Graduation requirements for limited English proficient Students
<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:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts
<u>N.J.A.C.</u> 6A:32-2.1	Definitions
<u>N.J.A.C.</u> 6A:32-12.1 <u>et seq.</u>	Annual Reporting and Planning Requirement
<u>N.J.A.C.</u> 6A:32-13.1 <u>et seq.</u>	Programs and practices to support student achievement
<u>N.J.A.C.</u> 6A:32-14.1 <u>et seq.</u>	State and Federally Mandated Programs and Services

The Department of Education Website, <http://www.nj.gov/njded/assessment/> (Lists the state assessment components)

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

Possible

<u>Cross References:</u>	*1120	Board of education meetings
	*5113	Absences and excuses
	*5120	Assessment of individual needs
	*5127	Commencement activities
	6000	Concepts and roles in instruction
	*6010	Goals and objectives
	*6122	Articulation
	*6140	Curriculum adoption
	6141.4	Independent study
	*6142	Subject fields
	*6142.2	English as a second language; bilingual/bicultural
	*6142.6	Basic skills
	*6145	Extracurricular activities
	*6147	Standards of proficiency
	*6154	Homework/makeup work
	*6171.4	Special education
	*6200	Adult/community education

*Indicates policy is included in the Critical Policy Reference Manual

TOWNSHIP OF UNION BOARD OF EDUCATION
Union, New Jersey

FILE CODE: 6146.2

Policy

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

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: N.J.S.A. 18A:4-24 Determining efficiency of schools; report to state board
N.J.S.A. 18A:7C-2 Boards of education; establishment of standards
N.J.S.A. 18A:35-4.9 Student promotion and remediation; policies and procedures
N.J.A.C. 6A:8-4.1 Statewide assessment system
N.J.A.C. 6A:8-4.2 Documentation of student achievement
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
N.J.A.C. 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.

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
 through -5 School report card program
N.J.S.A. 18A:7F-46 Review, update of the CCCS, Educational Adequacy 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.

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.

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

Legal References: N.J.S.A. 18A:25-2 Authority over students
N.J.S.A. 18A:36-21
 through -23 Field trips; costs to be borne by parents or guardians ...
N.J.S.A. 18A:36-35 School Internet web sites; disclosure of certain student
 information prohibited
N.J.S.A. 18A:39-20.1 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
N.J.S.A. 18A:40-12.3
 through -12.4 Self-administration of medication by students; conditions ...
N.J.S.A. 18A:40-12.5 Policy for emergency administration of epinephrine to public
 school students
N.J.S.A. 18A:40-12.6 Administration of epinephrine; primary responsibility;
 parental consent
N.J.A.C. 6A:27-1.1 et seq. Student transportation
 See particularly:
N.J.A.C. 6A:27-1.1(b),
 -7.6, -11.1, -11.2

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

Possible

Cross References: 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

<u>Legal References:</u>	<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.

Policy

INSTRUCTIONAL SERVICES AND RESOURCES

The Township of Union Board of Education believes that personnel and materials appropriate to the needs of the school program must be available to each student and teacher.

To be in compliance with the requirements of federal law, the board of education directs the superintendent to distribute curriculum materials and instructional supplies to the schools in such a way that equivalence of such materials is ensured among the schools. Staff assignments shall comply with this directive.

When a school fails to achieve adequate yearly progress as defined by the state for two consecutive years, all provisions in federal law shall be followed.

The board will endeavor to provide the supportive resources and personnel necessary for teachers to implement the approved curriculum in their classrooms and work effectively with children.

It will be the administration's responsibility to set up and maintain such central services for curriculum materials, including audiovisual materials, as are needed, and appropriate channels through which teachers and students will be supplied with these resources.

In addition, there will be a media resource center and media specialist to offer children instruction and teachers assistance in selecting and using learning resources **to assist in children's instruction.**

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

Key Words

Instructional Services, Instructional Resources

Legal References: N.J.S.A. 18A:34-1 Textbooks; selection; furnish free with supplies; appropriations
N.J.A.C. 6A:7-1.4 et seq. Responsibilities of the district board of education
N.J.A.C. 6A:8-2.1 Authority for educational goals and standards
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts
N.J.A.C. 6A:32-14.1 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

Cross References: *3220/3230 State funds; federal funds
*4113/4114 Assignment; transfer
*4213/4214 Assignment; transfer
*5145.4 Equal educational opportunity
*6121 Nondiscrimination/affirmative action
*6141 Curriculum design/development
*6142.2 English as a second language; bilingual/bicultural
*6161.1 Guidelines for evaluation and selection of instructional materials

INSTRUCTIONAL SERVICES AND RESOURCES (continued)

- *6171.3 At-risk and Title 1
- *6171.4 Special education

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