

Policy

GOALS AND OBJECTIVES

The Township of Union Board of Education believes that through sound fiscal management, educational expertise and a positive attitude the district can maintain the quality and depth of its existing programs and prepare for the changing demands of the future.

The board believes that the schools operate with participation from both the home and the community; and that through this partnership it is possible to identify and meet the needs of the individual student.

The board believes that its major goal, as mandated by the citizens of Union Township, is to provide a formal educational program through which students are encouraged to acquire the knowledge, develop the skills and attitudes, and assume the responsibilities necessary for successful participation in our democratic society.

The board adopts the following goals and objectives for the operation of the educational program of the school district:

- A. Develop reading, writing, speaking, listening, and mathematical skills;
- B. Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline;
- C. Acquire and use the skills and habits involved in critical and constructive thinking;
- D. Develop a code of behavior based on moral and ethical principles;
- E. To be able to work with others cooperatively;
- F. Acquire a knowledge and appreciation of the historical record of human achievements and failures and current societal issues;
- G. Acquire a knowledge and understanding of the physical and biological sciences;
- H. Efficient and effective participation in economic life and the development of skills to enter a specific field of work;
- I. Appreciate and understand literature, art, music, and other cultural activities;
- J. Develop an understanding of the historical and cultural heritage;
- K. Develop a concern for the proper use and/or preservation of natural resources; and
- L. Develop basic skills in sports and other forms of recreation.

The board is dedicated to ensuring that all students in the district are provided with the necessary skills and competencies for achievement of the Core Curriculum Content Standards.

GOALS AND OBJECTIVES (continued)

- A. All children should start school ready to learn:
1. Quality preschool opportunities shall be provided for all children, through collaboration between public schools and community agencies;
 2. Parent education programs shall be designed and implemented by the district to assist parents in providing readiness experiences for their preschool children.
- B. The high school graduation rate shall be at least 90 percent:
1. The district shall provide least restrictive, alternative programs for students who cannot succeed in the regular high school environment, including those students with disabilities;
 2. The district shall provide dropout prevention programs for students at risk.
- C. Students shall leave grades three through eight and 11 having demonstrated competency in challenging subject matter including language arts/literacy, mathematics, science, social studies, health and physical education, visual and performing arts and world languages:
1. The district shall implement the state-approved Core Curriculum Content Standards and appropriate assessments to enable students to succeed and to evaluate their performance;
 2. The district shall provide staff development opportunities to ensure that teachers are adequately equipped to teach challenging and up-to-date subject matter and to implement effective teaching techniques. It shall monitor teaching staff members progress toward achievement of the required 100 clock hours of continuing education to ensure that they are obtaining and maintaining the skills to help all students achieve the Core Curriculum Content Standards.
- D. Students shall learn to use their minds well, so that they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy:
1. The district shall provide students with experiences in higher level thinking, information processing, the responsibilities of citizenship, and employability skills;
 2. All students shall demonstrate competency in the skills identified in the cross-content workplace readiness standards;
 3. All students shall demonstrate respect for racial, cultural, ethnic and religious diversity.
- E. All students shall increase their achievement levels in science and mathematics to contribute to our country's ability to compete academically with all other countries of the world:
1. The district shall revise its curriculum offerings in science and mathematics according to state standards;
 2. The district shall provide staff training in the teaching of mathematics and science at grades K-12 to increase teachers' understanding of and ability to teach these subjects.
- ~~F. Every adult shall be literate and possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship:~~
- ~~1. Adult education programs shall be increased in conjunction with other local districts, community colleges and other educational agencies, to provide greater opportunities for adults to continue learning for work skills, leisure pursuits, intellectual and cultural growth and to assist their children in learning;~~
 - ~~2. Business and industry shall be encouraged to collaborate with educational agencies to design and increase access to educational programs for adults, such as flex time, distance learning and interactive technology.~~

GOALS AND OBJECTIVES (continued)

- G- F. District schools shall be free of drugs and violence and offer a safe, disciplined environment conducive to learning:
1. The district shall develop partnerships with parents to establish the responsibilities of each to create and maintain safe and healthy educational environments for all students;
 2. The district shall provide programs and staffing to deal with students at risk;
 3. The school and community shall expand their cooperative efforts to create drug and violence-free environments;
 4. All students shall develop a positive view of self and learn to use effective interpersonal skills.

The board shall develop, in consultation with the superintendent and teaching staff members, a written annually approved curriculum. This plan shall be reviewed and adopted annually and shall include an annually approved curriculum; an assessment of student needs; specific annual objectives based on identified needs and action plans to implement them; standards for assessing and evaluating the achievement of objectives; the establishment of reasonable student minimum proficiency levels in the areas addressed in the Core Curriculum Content Standards; an educational program consistent with these goals, objectives, standards and needs and evaluation of student progress.

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

Key Words

Instructional Goals and Objectives, Goals and Objectives in Instruction

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| <u>Legal References:</u> | <u>N.J.S.A. 18A:7A-10</u> <u>N.J.S.A. 18A:7C-2</u> <u>N.J.S.A. 18A:7F-43</u> <u>N.J.S.A. 18A:33-1</u> <u>N.J.S.A. 18A:35-1 et seq.</u> <u>N.J.A.C. 6A:8-1.1 et seq.</u> <u>See particularly:</u> <u>N.J.A.C. 6A:8-1.2</u> through -1.3, -2.1, -3.1,-4.4 <u>N.J.A.C. 6A:9-15.1 et seq.</u> <u>N.J.A.C. 6A:23A-1.1 et seq.</u> <u>See particularly:</u> <u>N.J.A.C. 6A:23A-19.1 et seq.</u> <u>N.J.A.C. 6A:26-1.1 et seq.</u> <u>N.J.A.C. 6A:30-1.1 et seq.</u> <u>N.J.A.C. 6A:32-2.1</u> <u>N.J.A.C. 6A:32-12.1</u> <u>N.J.A.C. 6A:32-12.2</u> | Evaluation of performance of each school Boards of education; establishment of standards <u>Comprehensive Education Improvement and Financing Act</u> District to furnish suitable facilities; adoption of courses of study Curriculum and Courses Standards and Assessment Required Professional Development for Teachers Fiscal accountability, efficiency and budgeting procedures Educational Facilities Evaluation of the Performance of School Districts Definitions Reporting requirements School-level planning |
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No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

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| <u>Cross References:</u> | *1100 Communicating with the public *1120 Board of education meetings *1230 School-connected organizations *1600 Relations between other entities and the district |
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GOALS AND OBJECTIVES (continued)

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| *2131 | Superintendent |
| *2240 | Research, evaluation and planning |
| *3542 | Food service |
| 4010 | Goals and objectives |
| *4111 | Recruitment, selection and hiring |
| *4116 | Evaluation |
| *4131/4131.1 | Staff development; inservice education/visitations/conferences |
| *4211 | Recruitment, selection and hiring |
| *4231/4231.1 | Staff development; inservice education/visitations/conferences |
| *5113 | Absences and excuses |
| *5120 | Assessment of individual needs |
| *5124 | Reporting to parents/guardians |
| 6000 | Concepts and roles in instruction |
| 6011 | Thorough and efficient/QEA |
| *6140 | Curriculum adoption |
| *6141 | Curriculum design/development |
| *6142 | Subject fields |
| *6145 | Extracurricular activities |
| *6147 | Standards of proficiency |
| 6152 | Grouping |
| *6156 | Instructional planning/scheduling |
| *6160 | Instructional services and resources |
| *6162.4 | Community resources |
| *6164.2 | Guidance services |
| *6164.4 | Child study team |
| *6171.1 | Remedial instruction |
| *6171.2 | Gifted and talented |
| *6171.4 | Special education |
| *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: 6111

Monitored

Mandated

Other Reasons

Policy

SCHOOL CALENDAR

The Township of Union Board of Education recognizes that the preparation of a calendar for the instructional program of the schools is necessary for orderly educational planning and for the efficient operation of the district.

The board shall determine annually the days when the schools shall be in session for instructional purposes. Such school calendar shall consist of no fewer than the 180 days of instruction required by law.

When an interruption in educational programming causes a disabled student's performance to revert to a lower level of functioning that cannot be recouped within a reasonable length of time, an extended school year shall be provided in accordance with the student's IEP. In any case, the school year shall be at least as long for students with disabilities as for nondisabled students.

In February of each school year, the superintendent shall prepare the school calendar for board consideration in consultation with teacher and administrator association representatives and the Executive County Superintendent. The board reserves the right to alter the school calendar when feasible and advisable in the best interests of the children of the district.

The board **Superintendent** shall adopt- **supply** annually a list of religious holidays **to the Board of Education** that shall consist as a minimum of those holidays designated by the commissioner of education. Student absences shall be excused for observance of board approved religious holidays (see policy 5113 Attendance, Absences and Excuses).

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

Key Words

School Calendar

Legal References: N.J.S.A. 18A:7F-9 Aid to school districts conditioned on compliance with rules and standards for equalization of opportunity; aid withheld for noncompliance
N.J.S.A. 18A:11-1 General mandatory powers and duties
N.J.S.A. 18A:25-3 Teaching, etc., on holidays not required
N.J.S.A. 18A:36-1 School year
N.J.S.A. 18A:36-2 Times when schools are open; determination
N.J.A.C. 6A:14-4.1(c) General requirements
N.J.A.C. 6A:32-8.3 School attendance

Piscataway Twp. Ed. Ass'n v. Piscataway Township BOE, App. Div. opinion, Dkt. No. A-7215-95T2, January 24, 1998

SCHOOL CALENDAR (continued)

Possible

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| <u>Cross References:</u> | *2210 | Administrative leeway in absence of board policy |
| | *5113 | Absences and excuses |
| | *5127 | Commencement activities |
| | *6112 | School day |
| | *6114 | Emergencies and disaster preparedness |
| | *6146 | Graduation requirements |
| | *6171.4 | Special education |

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

Policy

SCHOOL DAY

The length of the school day and the length of periods of instruction at various levels shall be recommended by the superintendent and set by the Township of Union Board of Education, and shall be in keeping with requirements of the State Board of Education.

The particular opening and closing hours for levels and/or schools shall also be subject to board approval. These opening and closing times shall be as uniform as possible at comparable levels throughout the district. The length of the school day shall be at least as long for students with disabilities as for nondisabled students.

The superintendent shall recommend for board approval the length of class periods and the frequency of instruction in individual subjects.

School administrators shall not dismiss school for any part of the school day without the approval of the superintendent.

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

Key Words

School Day, Length of School Day

Legal References: N.J.S.A. 18A:36-1 School year
N.J.S.A. 18A:36-2 Time when schools are open; determination
N.J.S.A. 18A:36-16 Rules regarding religious holidays
N.J.A.C. 6A:14-4.1(c) General requirements
N.J.A.C. 6A:32-8.3 School attendance

Possible

Cross References: *2210 Administrative leeway in absence of board policy
*5113 Absences and excuses
*5124 Reporting to parents/guardians
*6111 School calendar
*6114 Emergencies and disaster preparedness
*6141.2 Recognition of religious beliefs and customs
*6146 Graduation requirements
*6171.4 Special education

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

Policy

EMERGENCIES AND DISASTER PREPAREDNESS

The superintendent shall direct the development of plans, procedures and mechanisms for responding to emergencies and crises in the schools that threaten human life and property. He/she shall consult with law enforcement agencies, health and social services agencies and emergency management planners in developing these plans and shall ensure that they provide for the protection of the health, safety and welfare of the school population as well as supportive services for staff, students and their families.

Plans and procedures shall include these elements:

- A. Cooperation with local government agencies in developing and carrying out a school/community disaster plan that includes procedures for building lockdowns when necessary;
- B. Mechanisms for the orderly evacuation of buildings in case of fire or other emergencies;
- C. Means to provide as much protection as possible for children at school and on their way to and from school;
- D. Training in individual self-protection and survival techniques for students and staff;
- E. Communicating specific instructions to students and staff so that the school emergency plan may be carried out with the greatest possible speed and safety.

The superintendent shall develop and provide an inservice training program for school staff to enable them to recognize and appropriately respond to crises, consistent with the district's plans, procedures and mechanisms for managing crises. The inservice program shall be reviewed and updated annually.

Fire Drills and School Security Drills

Fire drills shall be held at least once each month for all students. There shall also be at least one school security drill per month. The superintendent may order a modification of the fire drills so that they may take the form of indoor drills or of rapid dismissals with outdoor clothing when low temperatures prevail.

A written statement of procedures and instructions for fire drills and school security drills shall be formulated by the superintendent and disseminated to all staff. All staff shall also receive training on school safety and security that includes instruction on school security drills within 60 days of the commencement of that staff member's employment, whichever date is later.

Instruction in fire prevention shall be given and emphasized in appropriate courses in the curriculum of the school. A "school security drill" shall be defined as an exercise to respond to an emergency situation such as a non-fire evacuation, lockdown, bomb threat, lockdown or active shooter situation that is similar in duration to a fire drill.

EMERGENCIES AND DISASTER PREPAREDNESS (continued)Required Drills

A. The district shall be required to conduct a minimum of two drills per year for each of the following drills:

1. Active shooter;
2. Evacuation (non-fire);
3. Bomb threats;
4. Lockdowns.

Students are not required to participate in two of the eight mandated drills;

B. Within the first 10 days of the new school year each school in the district shall be required to conduct one fire drill;

C. Within the first 15 days of the new school year each school in the district shall be required to conduct one school security drill.

Reporting

By June 30th of each year the superintendent shall submit to the executive county superintendent an annual "Statement of Assurance" report on the forms provided by the Department of Education.

Emergency Closings; Delayed Openings

The superintendent is authorized by the board to close the schools, open them late or dismiss them early in hazardous weather or in other extraordinary circumstances which might endanger the health or safety of students or school employees.

Each year, parents/guardians, students, and staff members shall be informed in advance of how they shall be notified in event of emergency closings. Parents/guardians shall be required to make alternative arrangements for their children in case no one is home to receive a child after an unscheduled early closing.

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

Key Words

Emergencies and Disaster Preparedness, Civil Defense, Disasters, Fire Drills, Security Drills, Bomb Threats

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| Legal References: | <u>N.J.S.A.</u> 18A:6-2 | Instruction in accident and fire prevention |
| | <u>N.J.S.A.</u> 18A:11-1 | General mandatory powers and duties |
| | <u>N.J.S.A.</u> 18A:40-12 | Closing schools during epidemic |
| | <u>N.J.S.A.</u> 18A:41-1 et seq. | Fire drills and fire protection |
| | <u>N.J.S.A.</u> 18A:54-20 | Powers of board (county vocational schools) |
| | <u>N.J.A.C.</u> 6A:16-1.4(a)14 | District policies and procedures |
| | <u>N.J.A.C.</u> 6A:16-5.1 et seq. | School Safety and Security |
| | <u>N.J.A.C.</u> 6A:16-6.3 | Reporting students or staff members to law enforcement agencies |
| | <u>N.J.A.C.</u> 6A:26-12.2 | Policies and procedures for school facility operation |
| | <u>N.J.A.C.</u> 8:57-1.9 | Reporting of diseases by health officers |

A Uniform State Memorandum of Agreement between Education and Law Enforcement Officials

EMERGENCIES AND DISASTER PREPAREDNESS (continued)

Possible

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| <u>Cross References:</u> | *1410 | Local units |
| | *2210 | Administrative leeway in absence of board policy |
| | *3541.33 | Transportation safety |
| | *4131/4131.1 | Staff development; inservice education/visitations/conferences |
| | *4231/4231.1 | Staff development; inservice education/visitations/conferences |
| | 5141.6 | Crisis intervention |
| | *6111 | School calendar |
| | *6112 | School day |

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

Policy

CEREMONIES AND OBSERVANCES

The morning opening exercises will include the pledge of allegiance. Those students who have religious or conscientious objections may be excused from participating, but must not disrupt the exercises.

Appropriate recognition shall be given in all schools on the last school day preceding (or the following Monday in the case of Constitution Day and Citizenship Day if September 17th falls on a Sunday):

- A. Martin Luther King Jr.'s Birthday;
- B. Lincoln's Birthday;
- C. Washington's Birthday;
- D. Memorial Day;
- E. Constitution Day and Citizenship Day (Sept. 17);
- F. Columbus Day;
- G. Veterans' Day;
- H. Thanksgiving Day.

Suitable exercises are also required by law in all New Jersey public schools in observance of Flag Day (June 14, day of adoption the American flag by the Continental Congress in 1777), Arbor Day (last Friday in April), and Commodore John Barry Day (September 13th). The board authorizes the superintendent to conduct school observances in commemoration of other persons and events of special historical significance.

Students shall be encouraged to develop and/or take part in events and activities in connection with special "days", "weeks" or "months" proclaimed by the nation, state or community.

Holidays and special events may be recognized in the Township of Union School District so long as such recognition respects the rights and feelings of others and is consistent with law.

Songs and customs which have come to us from the various elements of our national population may be used to broaden our students' awareness of the many elements that make up our American culture.

The board shall not prevent, or otherwise deny participation in, constitutionally protected prayer in any district school, consistent with guidance issued by the United States Department of Education and applicable judicial decisions interpreting the religion clauses of the First Amendment of the U.S. Constitution.

This policy supersedes any other board policy that is inconsistent with it.

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

CEREMONIES AND OBSERVANCES (continued)Key Words

Ceremonies and Observances, Holidays, Patriotic Exercises

Legal References: N.J.S.A. 18A:36-3 Display of and salute to flag; pledge of allegiance
N.J.S.A. 18A:36-4 Period of silence (unconstitutional)
N.J.S.A. 18A:36-6 Observance of Flag Day
N.J.S.A. 18A:36-7
through -9 Designation of Arbor Day ...
N.J.S.A. 18A:36-10
through -12 Designation of Commodore Barry Day ...
N.J.S.A. 18A:36-13 Patriotic exercises preceding holidays

U.S.C.A. Const. Amends. 1, 14

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

P.L. 108-447 (December 2004) requires all educational institutions that receive Federal funds for fiscal year to hold an educational program on The United States Constitution on September 17, designated "Constitution Day and Citizenship Day."

West Virginia Bd. of Ed. v. Barnette, 319 U.S. 624 (1943)

Holden v. Elizabeth Board of Education, 46 N.J. 281 (1966)

Lipp v. Morris, 579 F. 2d 834 (1978) (3rd Cir.)

May v. Cooperman, C.A., 780 F. 2d 240 (1985)

Karcher v. May, 484 U.S. 72 (1987)

Lee v. Weisman, 505 U.S. 577 (1992)

American Civil Liberties Union v. Blackhorse Pike Regional Board of Education, 84 F. 3d 1471 (3rd cir. 1996)

Santa Fe Indep. School District v. Doe, 120 S. Ct. 2266 (June 19, 2000)

Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools, United States Department of Education, February 7, 2003

Possible

Cross References: *5114 Suspension and expulsion
*5127 Commencement activities
*5131 Conduct/discipline
*6141.2 Recognition of religious beliefs and customs

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

Policy

NONDISCRIMINATION/AFFIRMATIVE ACTION

No student enrolled in the Township of Union School District shall be excluded from participation in, denied the benefits of, or be subjected to discrimination in any educational program or activity of this district on the basis of race, color, creed, national origin, ancestry, age, marital status, domestic partnership status, affectional or sexual orientation, gender identity or expression, genetic information, sex, disability or atypical hereditary cellular or blood trait of any individual, or because of liability for service in the armed forces of the United States, nationality, national origin, place of residence in the district, social or economic condition, nonapplicable disability or because of genetic information or refusal to submit to or make available the results of a genetic test. The affirmative action team as led by the affirmative action officer shall be responsible for planning, implementing and monitoring the district's affirmative action program with respect to school and classroom practices.

Reporting to the superintendent, the affirmative action team shall review the following areas for compliance with state department of education regulations and make suggestions and/or recommendations when necessary.

A. Curriculum content

The team shall examine the following areas to ensure that curricula eliminate discrimination and promote understanding and mutual respect among students, regardless of race, color, creed, religion, gender, affectional or sexual orientation, ancestry, national origin, socio-economic status or disability:

1. School climate;
2. Courses of study;
3. Instructional materials;
4. Instructional strategies;
5. Library materials;
6. Technology/Software and audio-visual materials;
7. Guidance and counseling;
8. Extracurricular programs and activities;
9. Testing and other assessments;
10. Reducing or preventing the under representation of minority, female and male students in classes and programs.

The team shall monitor the curriculum to ensure inclusion of instruction on African-American history in the teaching of United States history and inclusion of instruction on the Holocaust and genocide in the curriculum for all elementary and secondary school students.

B. Staff training

The affirmative action officer shall suggest a program of inservice training for school personnel designed to identify and solve problems of bias in all aspects of the school program. An equity inservice program shall be held annually for all staff and for parents and community members as needed to facilitate participation and support.

NONDISCRIMINATION/AFFIRMATIVE ACTION (continued)

C. Student access

The team shall review all school facilities, courses, programs, activities and services to ensure that all students are provided equal and bias-free access to them. Particular attention shall be paid to the following:

1. Ensuring equal access and barrier-free to all school and classroom facilities;
2. Assigning students in such a way that the racial/national origin composition of each school's enrollment reflects the composition of the districtwide enrollment at each grade level;
3. Refraining from locating new facilities in areas that will contribute to imbalanced, isolated or racially identifiable school enrollments;
4. Assigning students so that school and classroom enrollments are not identifiable on the basis of race, creed, color, national origin, nationality, ancestry, age, marital status, affectional or sexual orientation, gender identity or expression, gender, religion, disability or socioeconomic status;
5. Ensuring that students are not separated or isolated within schools, courses, classes, programs or extracurricular activities;
6. Ensuring that minority and male students are not over-represented in detentions, suspensions, dropouts or special needs classifications;
7. Ensuring equal and bias-free access for all students to computers, computer classes and other technologically-advanced instructional assistance;
8. Ensuring that all limited English-proficient students and students with disabilities have equal and bias-free access to all school programs and activities;
9. Ensuring equal and bias-free access for language-minority students and students with disabilities to multiple measures for determining special needs;
10. Ensuring that student support services (such as school-based youth services, health care, tutoring and mentoring) are available to all students, including LEP students;
11. Ensuring that all pregnant students are permitted to remain in the regular school program and activities.

D. District support

The team shall ensure that like aspects of the school program receive like support as to staff size and compensation, purchase and maintenance of facilities and equipment, access to such facilities and equipment, and related matters and that all grades within the district are comparable in those areas.

The superintendent will report to the board annually on continuing compliance.

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

Key Words

Affirmative Action, Nondiscrimination, Curriculum, Instructional Materials, Textbooks

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| Legal References: | <u>N.J.S.A.</u> 10:5-1 <u>et seq.</u> | Law Against Discrimination |
| | <u>N.J.S.A.</u> 18A:4A-1 <u>et seq.</u> | New Jersey Commission on Holocaust Education |
| | <u>N.J.S.A.</u> 18A:18A-17 | Facilities for handicapped persons |
| | <u>N.J.S.A.</u> 18A:35-1 | Course in history of the United States in high school |
| | <u>N.J.S.A.</u> 18A:36-20 | Discrimination; prohibition |
| | <u>N.J.A.C.</u> 6A:7-1.1 <u>et seq.</u> | Managing for Equality and Equity in Education |

NONDISCRIMINATION/AFFIRMATIVE ACTION (continued)See particularly:N.J.A.C. 6A:7-1.1,-1.4,-1.7,-1.9N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School DistrictsN.J.A.C. 6A:32-12.1 Reporting requirementsN.J.A.C. 6A:32-14.1 Review of mandated programs and services20 U.S.C.A. 1681 et seq. - Title IX of the Education Amendments of 197229 U.S.C.A. 794 et seq. - Section 504 of the Rehabilitation Act of 197320 U.S.C.A. 1401 et seq. - Individuals with Disabilities Education Act (IDEA)42 U.S.C.A. 12101 et seq. - Americans with Disabilities Act (ADA)No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.Gebser v. Lago Vista Indep. School Dist., 524 U.S. 274 (1998)Davis v. Monroe County Bd. of Ed., 526 U.S. 629 (1999)

The Comprehensive Equity Plan, New Jersey State Department of Education

Possible

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| <u>Cross References:</u> | *2224 | Nondiscrimination/affirmative action |
| | *4111.1 | Nondiscrimination/affirmative action |
| | *4131/4131.1 | Staff development; inservice education/visitations/conferences |
| | *4211.1 | Nondiscrimination/affirmative action |
| | *4231/4231.1 | Staff development; inservice education/visitations/conferences |
| | *5134 | Married/pregnant students |
| | *5145.4 | Equal educational opportunity |
| | *6140 | Curriculum adoption |
| | *6141 | Curriculum design/development |
| | *6142.4 | Physical education and health |
| | *6145 | Extracurricular activities |
| | *6161.1 | Guidelines for evaluation and selection of instructional materials |
| | *6163.1 | Media center/library |
| | *6164.2 | Guidance services |
| | *6171.4 | Special education |

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

Policy

ARTICULATION

In order to optimize student achievement of the Core Curriculum Content Standards, the Township of Union Board of Education shall be responsible for the delivery of educational programs at the elementary and secondary levels using a coherent sequence of activities to prepare all students for employment or postsecondary study upon their graduation.

The superintendent shall develop programs whereby teachers of the various levels of the district's schools cooperate to achieve smooth transitions from level to level; whereby students in the district's schools receive instruction in the same subjects at the same levels as students in other districts who will be attending the same high schools; and whereby the transition for district students from our elementary schools to the high school is accomplished without unnecessary difficulty for any student.

Further, the superintendent will make every effort to develop a similar relationship with nursery schools from which district kindergarten students come.

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 in the high school.

Adopted: June 1999
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Readopted: April 29, 2014

Key Words

Articulation

Legal References: N.J.S.A. 18A:38-8.1 through -8.3 Additional member on board of education to represent board of education in each sending district
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:8-3.3 Enrollment in college courses

Possible

Cross References: *1600 Relations between other entities and the district
*2131 Superintendent
*5118 Nonresidents
*6140 Curriculum adoption
*6141 Curriculum design/development
*6142 Subject fields
*6143 Curriculum guides
*6178 Early childhood education/preschool

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

Policy

ORGANIZATIONAL PLAN

The public school district of the Township of Union shall be organized into four grade level components: elementary grades pre-Kindergarten through four, Jefferson School – grade five, middle school grades six through eight, and high school grades nine through twelve.

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

Key Words

Organizational Plan

Legal Reference: N.J.S.A. 18:A:11-1 General mandatory powers and duties

Policy

CURRICULUM ADOPTION

The board of education shall provide a comprehensive instructional program to serve the needs of the children of this district. In furtherance of this goal and pursuant to law, the board shall annually adopt the existing courses of study. Adoption includes both content and credit allocation. The board's policy in this respect is to:

- A. Adopt those courses of study mandated by the state in a form acceptable to the State Department of Education. Such courses must include the Core Curriculum Content Standards adopted by the state board of education;
- B. Adopt additional courses of study recommended by the teaching staff and administration in a form acceptable to the State Department of Education and within the financial means of the district;
- C. Adapt and revise existing courses of study to meet the changing needs of students and the community.

Existing courses shall be reviewed at regular intervals and revised as necessary. No course of study shall be eliminated, revised or implemented without the approval of the board.

The board directs that the curriculum of this district:

- A. Be consistent with written goals, objectives and identified student needs;
- B. Develop individual talents and interests and serve diverse learning styles to motivate student achievement;
- C. Provide for continuous learning through effective articulation;
- D. Provide all students continuous access to sufficient programs and services of a library/media facility, classroom collection, or both, to support the educational program;
- E. Provide all students guidance and counseling to assist in career and academic planning;
- F. Provide a continuum of educational programs and services for students with disabilities, pursuant to law and regulation;
- G. Provide bilingual programs for students whose dominant language is not English, pursuant to law and regulation;
- H. Provide all students equal educational opportunity, pursuant to law and regulation;
- I. Provide career awareness and vocational education, pursuant to law and regulation;
- J. Provide educational opportunities for exceptionally gifted and talented students.

The superintendent shall maintain a current list of all courses of study offered by this district; shall furnish each member of the board of education with a copy upon request; and shall provide a copy in the district office for public perusal.

CURRICULUM ADOPTION (continued)

Adoption of courses shall be by a recorded roll call majority vote of the full membership of the board. This includes the courses in the special education and ESL/bilingual programs, and those for the adult high school.

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

Key Words

Curriculum Adoption, Adoption of Curriculum, Core Proficiencies, Curriculum

Legal References: N.J.S.A. 18A:4-25 Prescribing minimum courses of study for public schools; approval of courses of study
N.J.S.A. 18A:29A-1 et seq. Teacher recognition
N.J.S.A. 18A:33-1 District to furnish suitable facilities; adoption of courses of study
N.J.S.A. 18A:35-1 et seq. Curriculum and courses
N.J.A.C. 6A:8-1.1 et seq. Standards and Assessment
 See particularly:
N.J.A.C. 6A:8-3.1, -5.1
N.J.A.C. 6A:14-4.1 General requirements
N.J.A.C. 6A:15-1.1 et seq. Bilingual education
 See particularly:
N.J.A.C. 6A:15-1.3, -1.4, -1.5
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

Possible

Cross References: *6141 Curriculum design/development
 6141.1 Experimental/innovative programs
 *6142 Subject fields
 *6142.2 English as a second language; bilingual/bicultural
 *6143 Curriculum guides
 *9325.4 Voting method

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

Policy

CURRICULUM DESIGN/DEVELOPMENT

The superintendent shall be responsible to the board for the development of curriculum to meet identified student needs. The board shall ensure that curriculum and instruction are designed and delivered in a way that all students are able to demonstrate the knowledge and skills set out in the Core Curriculum Content Standards. In addition, the board shall ensure that appropriate instructional adaptations are designed and delivered for students with disabilities, for students with limited English proficiency, and for students who are gifted and talented.

The superintendent shall establish procedures for curriculum development that ensure the effective participation of teaching staff members; students, as appropriate to their age and grade; parents/guardians; the community; members of the board; and the use of all available resources. Care shall be taken that certified staff shall not be assigned to teach material outside the limits of their certification and endorsements.

The superintendent shall report to the board the objectives, evaluative criteria and costs of each proposed program before seeking board adoption. New programs and courses of study shall not be acted upon by the board until the meeting following their presentation, in order for board members to have an opportunity to review the proposed program.

The following guidelines have been established by the board for use by advisory committees:

- A. The curriculum shall contain all courses required by the state department of education.
- B. The curriculum shall provide for the needs of both vocational and college-bound students.
- C. All curriculum guides will be written in instructional objective form with appropriate materials, activities and evaluation strategies included.
- D. Curriculum council will continuously review instructional programs, recommending modifications to the superintendent where and when necessary.
- E. Appropriate textual materials will be included by reference in all curriculum guides presented to the board of education for adoption.
- F. Such textual materials will be chosen with proper attention to freedom from bias with respect to race, creed or sex.
- G. A strenuous effort will be made by the task force, action committee or writing team to validate the draft of all course guides with staff members involved in its implementation.

A three-year plan for updating curriculum shall be developed and implemented. The superintendent shall report annually on all progress in curriculum development and the implementation of the three-year curriculum plan at the time of the board's annual adoption of curriculum.

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

CURRICULUM DESIGN/DEVELOPMENT (continued)

Key Words

Curriculum, Curriculum Design/Development

Legal References: 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:32-12.1 Reporting requirements

Old Bridge Education Association v. Board of Education of the Township of Old Bridge, Middlesex County

Possible

Cross References: *2131 Superintendent
*5120 Assessment of individual needs
*6140 Curriculum adoption
*6142 Subject fields
*6143 Curriculum guides
*6147 Standards of proficiency
*6171 Special instructional programs

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

Policy

RECOGNITION OF RELIGIOUS BELIEFS AND CUSTOMS

The Township of Union Board of Education directs that no religious belief or nonbelief shall be promoted in the regular curriculum or in district-sponsored courses, programs or activities, and none shall be disparaged.

However, the board recognizes that a genuine and broad secular program of education is furthered by advancement of students' knowledge of our society's cultural and religious heritage. Therefore, the several holidays throughout the year that have both a religious and a secular basis may be recognized in the school by use of material having secular or cultural significance.

The instructional program of the school should inform students of the many beliefs and customs stemming from religious, racial, ethnic and cultural heritages. Such instruction should be designed to broaden the students' understanding of and tolerance for the multiple ways of life enjoyed by the peoples of the world.

Songs and customs that have come to us from the various ethnic, religious and racial elements of our population should be used to broaden our students' awareness of the contributions that each segment has made to the composite American culture.

Music, art, literature and drama having religious themes or bases are permitted as part of the curriculum for school-sponsored activities and programs if presented in an objective manner and as a traditional part of the cultural and religious heritage of the particular holiday.

The use of religious symbols such as a cross, menorah, crescent, Star of David, creche, symbols of Native American religions or other symbols that are part of a religious holiday is permitted as a teaching aid or resource, provided such symbols are displayed as an example of the cultural and religious heritage of the holiday and are temporary in nature.

Any instruction in the school which may be contrary to a student's religious beliefs and teachings shall be viewed as optional for the student.

The board shall not prevent, or otherwise deny participation in, constitutionally protected prayer in any district school, consistent with guidance issued by the United States Department of Education and applicable judicial decisions interpreting the religion clauses of the First Amendment of the U.S. Constitution.

This policy supersedes any other board policy that is inconsistent with it.

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

Key Words

Religious Beliefs, Holiday, Religious Symbols

Legal References: N.J.S.A. 18A:11-1 General mandatory powers and duties
N.J.S.A. 18A:36-16 Rules regarding religious holidays
N.J.S.A. 18A:54-20 Powers of board (county vocational schools)
N.J.A.C. 6A:8-3.1 Curriculum and instruction

RECOGNITION OF RELIGIOUS BELIEFS AND CUSTOMS (continued)

N.J.A.C. 6A:32-8.3(h) School attendance
U.S.C.A. Const. Amends. 1, 14

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

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

Florey v. Sioux Falls School District, 619 F. 2d, 1311 (8th Cir. 1980)

Lynch v. Donnelly, 465 U.S. 668, (1984)

Edwards v. Aguillard, 482 U.S. 578 (1987)

Lee v. Weisman, 505 U.S. 577 (1992)

Cherry Hill Bd. of Ed., 838 F. Supp. 929 (D.N.J. 1993)

American Civil Liberties Union v. Blackhorse Pike Regional Board of Education, 84 F. 3d 1471 (3rd Cir. 1996)

Santa Fe Independent School District v. Doe, 120 S. Ct. 2266 (June 19, 2000)

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

C.H. v. Oliva, 26 F. 3d 198 (3rd Cir. 2000) *en banc*, *cert. denied*, June 18, 2001

Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools, United States Department of Education, February 7, 2003

Possible

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|---------------------------------|---------|--|
| <u>Cross References:</u> | *1330 | Use of school facilities |
| | *5113 | Absences and excuses |
| | *5127 | Commencement activities |
| | *5131 | Conduct/discipline |
| | *6115 | Ceremonies and observances |
| | *6121 | Nondiscrimination/affirmative action |
| | *6144 | Controversial issues |
| | *6161.2 | Complaints regarding instructional materials |

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

TOWNSHIP OF UNION BOARD OF EDUCATION
Union, New Jersey

FILE CODE: 6142
 Monitored
 Mandated
 Other Reasons

Policy

SUBJECT FIELDS

The Township of Union Board of Education directs that the district school(s) offer a comprehensive curriculum to provide for the intellectual, social and emotional growth of all students, pre-kindergarten through grade 12, giving them the basic body of skills, understandings, attitudes and knowledge needed for living in a democracy.

The board believes this program should focus first on those subjects included in the Core Curriculum Content Standards and the skills emphasized by the Cross-Content Workplace Readiness Standards, in addition to those courses mandated by statute.

The superintendent shall direct development of and present to the board for adoption a written curriculum for each element of the instructional program for the district to include:

- A. All courses mandated by New Jersey statute or administrative code;
- B. Such other courses as shall implement the board's intent as expressed in this policy.

The total curriculum, when adopted, shall be adapted to suit the applicable requirements of the administrative code and shall provide basic, advanced, enriched, or technical instruction or experience to meet the identified needs of the students of the district.

A listing of all courses and programs comprising the instructional program shall be available in the district office.

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

Key Words

Curriculum, Courses, Subject Fields

Legal References: N.J.S.A. 18A:6-2 Instruction in accident and fire prevention
N.J.S.A. 18A:6-3 Courses in constitution of United States
N.J.S.A. 18A:7C-5 Board of education to provide policy on graduation to students and parents
N.J.S.A. 18A:33-1 District to furnish suitable facilities; adoption of courses of study
N.J.S.A. 18A:35-1 et seq. Curriculum and courses
N.J.S.A. 18A:35-4.6
through -4.8 Parents Right to Conscience Act of 1979
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:9-1.1 et seq. Professional Licensure and Standards
See particularly:
N.J.A.C. 6A:9-5, -6, -8,
-9, -11, -13, -15

SUBJECT FIELDS (continued)

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| <u>N.J.A.C.</u> 6A:14-3.7 | Individualized education program |
| <u>N.J.A.C.</u> 6A:14-4.1 | General requirements |
| <u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u> | Evaluation of the Performance of School Districts |
| <u>N.J.A.C.</u> 6A:32-2.1 | Definitions |
| <u>N.J.A.C.</u> 6A:32-12.2 | School-level planning |

New Jersey State Board of Education Resolution, September 6, 1989, recommends that each district establish a citizens' advisory group for the implementation of core values of the local community into the district's schools.

Old Bridge Education Association v. Board of Education of the Township of Old Bridge, Middlesex County

Possible

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| <u>Cross References:</u> | *2224 | Nondiscrimination/affirmative action |
| | *6121 | Nondiscrimination/affirmative action |
| | *6122 | Articulation |
| | *6140 | Curriculum adoption |
| | *6142.1 | Family life education |
| | *6142.2 | English as a second language; bilingual/bicultural |
| | *6142.4 | Physical education and health |
| | *6142.6 | Basic skills |
| | *6142.9 | Arts |
| | *6142.12 | Career education |
| | *6146 | Graduation requirements |
| | *6147 | Standards of proficiency |
| | *6164.2 | Guidance services |
| | *6171.1 | Remedial instruction |
| | *6171.2 | Gifted and talented |
| | *6171.4 | Special education |
| | *9130 | Committees |

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