

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. 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

<u>Legal References:</u>	<u>N.J.S.A.</u> 18A:7A-10 <u>N.J.S.A.</u> 18A:7C-2 <u>N.J.S.A.</u> 18A:7F-43 <u>N.J.S.A.</u> 18A:33-1 <u>N.J.S.A.</u> 18A:35-1 <u>et seq.</u> <u>N.J.A.C.</u> 6A:8-1.1 <u>et seq.</u> <u>See particularly:</u> <u>N.J.A.C.</u> 6A:8-1.2 through -1.3, -2.1, -3.1, -4.4 <u>N.J.A.C.</u> 6A:9-15.1 <u>et seq.</u> <u>N.J.A.C.</u> 6A:23A-1.1 <u>et seq.</u> <u>See particularly:</u> <u>N.J.A.C.</u> 6A:23A-19.1 <u>et seq.</u> <u>N.J.A.C.</u> 6A:26-1.1 <u>et seq.</u> <u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u> <u>N.J.A.C.</u> 6A:32-2.1 <u>N.J.A.C.</u> 6A:32-12.1 <u>N.J.A.C.</u> 6A:32-12.2	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.

Possible

<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)

*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.

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 shall adopt annually a list of religious holidays 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

Possible

Cross References: *2210 Administrative leeway in absence of board policy
*5113 Absences and excuses
*5127 Commencement activities

SCHOOL CALENDAR (continued)

- *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.

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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

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.

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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

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.

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Key Words

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

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 <u>et seq.</u>	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 <u>et seq.</u>	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

<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.

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.

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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.