

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

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

<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

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

Flore 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

<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

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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
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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)

<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

<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.