

**Policy**

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INSTRUCTIONAL SERVICES AND RESOURCES

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

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

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

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

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

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

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

Key Words

Instructional Services, Instructional Resources

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

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

**Possible**

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

INSTRUCTIONAL SERVICES AND RESOURCES (continued)

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

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

GUIDELINES FOR EVALUATION AND SELECTION OF INSTRUCTIONAL MATERIALS

The Township of Union Board of Education believes that textbooks should support and enrich the curriculum and make possible the achievement of the district's instructional goals. The superintendent shall develop procedures for continual review of new texts being offered and evaluation of those already in use to ensure that the textbooks used in this district are up to date in the factual matter they present and further the district's instructional goals. Textbooks and instructional materials should be judged by additional standards which shall include, but not be limited to:

- A. Does the material reflect the district's affirmative action/equity policy, which prohibits the teaching or encouragement of bias based on any categories listed in law or board policy?
- B. Does it help students develop abilities in critical reading and thinking?
- C. Does it provide effective basic or advanced education for the students for whom it is intended?

The review process shall:

- A. Be conducted by teaching staff members, particularly those teachers who will be using the materials as an integral part of the instructional program;
- B. Include a written review of the material which shall reflect the consensus of the teaching staff;
- C. Provide an opportunity for public inspection of the recommended text.

The superintendent shall develop administrative rules outlining a procedure for the selection of instructional materials that meets the above criteria. Instructional materials used within the district should be sufficient in quantity and scope to meet the needs of every student in the district.

The board, by law, makes the final textbook selection decision. However, prior to final adoption, the recommendations resulting from each review will be given thorough consideration.

Any citizen who objects to the final selections made by the board should follow the procedures outlined in regulation 6161.2 Complaints Regarding Instructional Materials.

Animal Dissection

Animal dissection is not required and alternative education to be provided:

The board, by law, will allow students to refuse to participate in animal dissection.

- A. The board will offer an alternate education program for a course or portion of a course involving dissection of animals;
- B. A public school student from kindergarten through grade 12 may refuse to dissect, vivisect, incubate, capture or otherwise harm or destroy animals or any parts thereof as part of a course of instruction:

**GUIDELINES FOR EVALUATION AND SELECTION  
OF INSTRUCTIONAL MATERIALS (continued)**

1. "Alternative education project" means the use of video tapes, models, films, books, computers, or any other tools which provide an alternative method for obtaining and testing the knowledge, information, or experience required by a course of study.
  2. "Animal" means any living organism that is an invertebrate, or is in the phylum chordata or organisms which have a notochord and includes an animal's cadaver or severed parts of an animal's cadaver.
- C. The school shall notify students and their parents or guardians at the beginning of each school year of the right to decline to participate in the activities enumerated in subsection a. of this section and shall authorize parents or guardians to assert the right of their children to refuse to participate in these activities. Within two weeks of the receipt of the notice, the students, parents or guardians shall notify the school if the right to decline participation in the enumerated activities will be exercised;
- D. Any student who chooses to refrain from participation in or observation of a portion of a course of instruction in accordance with this section shall be offered an alternative education project for the purpose of providing the student with the factual knowledge, information or experience required by the course of study. A student may refuse to participate in an alternative education project which involves or necessitates any harmful use of an animal, or animal parts;
- E. A student shall not be discriminated against, in grading or in any other manner, based upon a decision to exercise the rights afforded pursuant to this act.

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

**Key Words**

Evaluation, Instructional Materials, Selection of Instructional Materials, Evaluation of Instructional Materials

<b><u>Legal References:</u></b> <u>N.J.S.A.</u> 18A:4-25	Prescribing minimum courses of study for public schools; approval of courses of study
<u>N.J.S.A.</u> 18A:33-1	District to furnish suitable facilities; adoption of courses of study
<u>N.J.S.A.</u> 18A:34-1	Textbooks; selection; furnished free with supplies; appropriations
<u>N.J.S.A.</u> 18A:35-1 <u>et seq.</u>	Curriculum and Courses
<u>N.J.S.A.</u> 18A:35-4.25	Districts to provide an alternate to dissection
<u>N.J.A.C.</u> 6A:7-1.4	Responsibilities of the district board of education
<u>N.J.A.C.</u> 6A:23A-20.4 <u>et seq.</u>	Ownership and storage of textbooks
<u>N.J.A.C.</u> 6A:32-14.1	Review of mandated programs and services

Comprehensive Equity Plan, State Department of Education

**Possible**

<b><u>Cross References:</u></b> *1312	Community complaints and inquiries
*2224	Nondiscrimination/affirmative action
*5145.4	Equal educational opportunity
6000	Concepts and roles in instruction
*6010	Goals and objectives

GUIDELINES FOR EVALUATION AND SELECTION  
OF INSTRUCTIONAL MATERIALS (continued)

- \*6121 Nondiscrimination/affirmative action
- \*6140 Curriculum adoption
- \*6141 Curriculum design/development
- \*6142.1 Family life education
- \*6144 Controversial issues
- \*6161.2 Complaints regarding instructional materials
- \*6163.1 Media center/library

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

COMPLAINTS REGARDING INSTRUCTIONAL MATERIALS

The Township of Union Board of Education recognizes that opinions may differ on the appropriateness of any given instructional materials and equipment. Occasionally an individual or group may find instructional materials used in the schools that conflict with their views. Any resident of this district shall have the right to present a request, suggestion or complaint in reference to the physical plant, playgrounds, subject matter or instructional materials.

The superintendent shall develop procedures to give careful consideration to such requests, suggestions or complaints. These procedures shall provide that:

- A. All such requests, suggestions or complaints shall be submitted in writing;
- B. Whenever possible the process be initiated and solved at the lowest effective level;
- C. District response is courteous and prompt;
- D. Successive steps of appeal and mechanisms for review are available when necessary.

The use of challenged materials or equipment by class or school shall not be restricted until a final decision has been reached.

The final decision on controversial reading matter shall rest with the board after careful examination and discussion of the book or reading matter with school officials or others the board may wish to involve.

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

Key Words

Instructional Materials, Complaints Regarding Instructional Materials, Complaints, Censorship

**Legal Reference:** N.J.S.A. 18A:11-1 General mandatory powers and duties  
N.J.S.A. 18A:54-20 Powers of board (county vocational schools)

Board of Education Island Trees U.F.S.D. v. Pico, 457 U.S. 853 (1982)

Possible

**Cross References:** \*1312 Community complaints and inquiries  
2220 Representative and deliberative groups  
\*6144 Controversial issues  
\*6161.1 Guidelines for evaluation and selection of instructional materials

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

**TOWNSHIP OF UNION BOARD OF EDUCATION**  
**Union, New Jersey**

**FILE CODE: 6162.4**

  X   **Monitored**

  X   **Mandated**

  X   **Other Reasons**

**Policy**

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COMMUNITY RESOURCES

The Township of Union Board of Education will draw on the knowledge and opinions of the community in developing mandated policies and programs in compliance with statute and administrative code, and to aid in meeting the district's identified needs.

The board of education encourages local businesses and individual residents who are especially qualified because of training, experience or interest to take an active part in the district's educational programs. Those persons and representatives of businesses identified by the superintendent and the staff and approved by the board may be invited to act as advisors in groups or individually in appropriate circumstances and situations.

The district shall also take advantage of the physical and financial resources of the community and of organizations including businesses when such facilities or locations provide learning and enrichment opportunities not otherwise available to our students. Student safety shall be a primary concern in making use of such resources.

In accordance with law, the administration shall identify and establish working relationships with licensed community agencies that are involved in evaluation and treatment of drug/alcohol problems.

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

Key Words

Community Resources, Resources, Volunteers

**Legal References:** N.J.S.A. 18A:11-1 General mandatory powers and duties  
N.J.S.A. 18A:54-20 Powers of board (county vocational schools)  
N.J.A.C. 6A:16-1.1 et seq. Programs to Support Student Development  
See particularly:  
N.J.A.C. 6A:16-4.1,-4.2  
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

**Possible**

**Cross References:** \*1000/1010 Concepts and roles in community relations; goals and objectives  
1210 Community organizations  
\*1220 Ad hoc advisory committees  
\*1410 Local units  
\*1600 Relations between other entities and the district  
\*3280 Gifts, grants and bequests  
\*4222 Noninstructional aides  
\*5131.6 Drugs, alcohol, tobacco (substance abuse)  
\*6142.1 Family life education  
\*6142.2 English as a second language; bilingual/bicultural  
  
\*6142.13 HIV prevention education

COMMUNITY RESOURCES (continued)

*6153	Field trips
6164.6	Tutoring
*6171.2	Gifted and talented
*6171.3	At-risk and Title 1
*6171.4	Special education
9420	Recognition of individuals--citizens, students, staff members or members of board

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



Policy

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RESEARCH

The Township of Union Board of Education recognizes that educational research can be a valuable tool in identifying and applying strategies to enhance student achievement and in identifying factors that could prevent students from becoming contributing members of society. Surveys among student populations can be an important part of this research.

Staff members are encouraged to participate in and cooperate with such projects. To assure appropriateness, to avoid overlapping and duplications and ensure that the results are available and adequately disseminated, all research and experimental projects using either district staff, students, or materials must be approved prior to their beginning by the assistant superintendent for curriculum and instruction. Results of all research must be furnished to the assistant superintendent for curriculum and instruction **superintendent**.

Students and parents/guardians retain certain rights, however, in the administration of surveys. The board shall ensure that prior written consent is obtained from parents/guardians or emancipated students before any survey is administered, if the survey (analysis or evaluation) is designed to reveal information on any of the following:

- A. Political affiliations or beliefs of the student or the student's parents/guardians;
- B. Mental and psychological problems of the student or the student's family;
- C. Sex behavior or attitudes;
- D. Illegal, anti-social, self-incriminating, or demeaning behavior;
- E. Critical appraisals of other individuals with whom respondents have close family relationships;
- F. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, or ministers;
- G. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian; or
- H. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Written informed consent shall also be obtained from parents/guardians or emancipated students prior to the administration of any academic or nonacademic survey, assessment, analysis or evaluation that would reveal the student's social security number.

Parents/guardians shall be given the opportunity to inspect any survey, analysis or evaluation that solicits information in any of the above areas. If parents/guardians object to their child(ren)'s participation in the survey, the child(ren) shall be allowed to opt out.

Prior approval of the superintendent is required for all other surveys on topics not listed. Anyone seeking approval of a proposed survey must provide the superintendent with details of the survey methodology, its specific educational purpose and a description of how results will be disseminated and applied.

RESEARCH (continued)

For all surveys the identity of the respondent shall remain confidential.

The superintendent shall develop regulations to implement this policy that include reasonable timelines for parents/guardians to access and review surveys as prescribed by law, and arrangements to protect student privacy in the administration of a survey.

This policy and the regulations shall be made available to the public at least annually at the beginning of the school year, especially to parents/guardians and to district staff. The public shall be informed within a reasonable period of time if substantive change is made to policy and regulations. The public shall also be informed of specific or approximate dates, if known, when surveys may be administered.

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

Key Words

Student Privacy, Research, Surveys

**Legal References:**     N.J.S.A. 18A:36-34     Written approval required prior to acquisition of certain survey information from students  
                                   N.J.A.C. 6A:16-1.4     District policies and procedures

20 U.S.C.A. 1232g – Family Educational Rights and Privacy Act

20 U.S.C.A. 1232h – Protection of Student Rights Amendment

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

In re: Application of Charles V. Reilly, Robert A. Hutton and Sean Reilly to Contest the Validity of the Enactment of Assembly Bill 3359 (P.L. 2001, c. 364), Superior Court of New Jersey, Appellate Division, Docket No. A-0163-02T2, 2003 N.J. Super. Lexis 376

**Possible**

**Cross References:**   \*1140     Distribution of materials by students and staff  
                                   1315     Distribution of materials to students and staff  
                                   4132     Publications/materials  
                                   \*5020     Role of parents/guardians  
                                   \*5124     Reporting to parents/guardians  
                                   \*5125     Student records  
                                   \*5141.3   Health examinations and immunizations  
                                   \*6147.1   Evaluation of individual student performance

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

**TOWNSHIP OF UNION BOARD OF EDUCATION**  
**Union, New Jersey**

**FILE CODE: 6163.1**

**Monitored**  
 **Mandated**  
 **Other Reasons**

**Policy**

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**MEDIA CENTER/LIBRARY**

The Township of Union School District's media centers shall contain a wide range of materials on all levels of difficulty, appealing to diverse tastes, and presenting different points of view. Every student shall have access to a media collection containing materials appropriate to age level, interests and courses of study.

The superintendent has final responsibility for the selection of media center materials by professionally trained personnel including media specialists, teachers, principals and supervisors. Requests from faculty and students shall be given consideration.

In selecting materials to recommend for purchase, the media specialist shall evaluate the existing collection and consult reputable, unbiased, professionally prepared selection aids, and specialists from all departments and/or all grade levels.

In addition to standard book materials, the board shall provide for the use of a wide variety of audiovisual materials and equipment to enhance the curriculum.

The media centers shall offer a continuous program of instruction in library and study skills, preparing students for independent use of learning resources and for development of reading, listening and viewing abilities and tastes.

The superintendent shall develop and present for board approval a media center/library program to provide necessary space, personnel and material to implement this policy.

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

**Key Words**

Library, Media Center, Audiovisual Materials

**Legal References:** N.J.A.C. 6A:9-13.14 School library media specialist  
N.J.A.C. 6A:9-13.15 Associate school library media specialist

Board of Education Island Trees U.F.S.D. v. Pico, 457 U.S. 853 (1982)

**Possible**

**Cross References:** \*1312 Community complaints and inquiries  
\*6161.1 Guidelines for evaluation and selection of instructional materials  
\*6161.2 Complaints regarding instructional materials

\*Indicates policy is included in the Critical Policy.

INTERVENTION AND REFERRAL SERVICES FOR GENERAL EDUCATION STUDENTS

The Township of Union Board of Education shall provide a program of intervention and referral services for general education students who are experiencing personal, interpersonal or academic difficulties to help them function productively and develop positively in the classroom environment.

The superintendent shall prepare procedures to:

- A. Identify learning, behavior and health difficulties of students;
- B. Collect thorough information on the identified learning, behavior and health difficulties;
- C. Identify the roles and responsibilities of the building staff who participate in planning and providing intervention and referral plan and services;
- D. Develop and implement action plans which provide for appropriate school or community interventions or referrals to school and community resources, based on the collected data and desired outcomes for the identified learning, behavior and health difficulties;
- E. Provide support, guidance and professional development to school staff who identify learning, behavior and health difficulties and refer students and to school staff who participate in planning and providing intervention and referral services;
- F. Actively involve parents/guardians in the development and implementation of intervention and referral plans;
- G. Coordinate the access to and delivery of school resources and services for achieving the outcomes identified in the intervention and referral services action plan;
- H. Coordinate the services of community-based social and health provider agencies and other community resources for achieving the outcomes identified in the intervention and referral services action plans;
- I. Maintain records of all requests for assistance and all intervention and referral services plans in accordance with federal and state law and regulation;
- J. Review and assess the effectiveness of the services provided in achieving the outcomes identified in the intervention and referral plan and modify each plan to achieve the outcomes as appropriate; and
- K. At a minimum, annually review the intervention and referral services action plans and the actions taken as a result of the building's system of intervention and referral services and make recommendations to the principal for improving school programs and services, as appropriate.

The board shall review and adopt these procedures, and the superintendent shall report to the board on their implementation.

**INTERVENTION AND REFERRAL SERVICES FOR GENERAL EDUCATION STUDENTS** (continued)

**Intervention and Referral Team**

The Township of Union School District will establish an Intervention and Referral Team (IRT) to provide the delivery of intervention and referral services. Each IRT will be composed of the principal or a regular teaching staff member appointed by the principal to act in his/her place; a regular teaching staff member; an educational services staff member; the staff member who referred a student in need of assistance or identified an issue requiring remediation; and such other staff members as may be required to assist the student or study the issue.

The IRT will identify students in need and plan for appropriate intervention or referral services and/or referral to community resources, based on desired outcomes.

When a student is referred to the IRT, the team may provide support and guidance to the student's classroom teachers, plan and provide for appropriate interventions, coordinate access to and delivery of school services to the student, and coordinate the services of community based social and health provider agencies. An intervention and referral plan may be developed, implemented, and monitored for each referred student who requires assistance.

Parents/guardians shall be notified whenever a student is referred to the IRT, except as such notice may be waived by laws protecting abused children and the confidentiality of persons seeking drug or alcohol rehabilitation. Parents/guardians shall be offered an opportunity to participate in the development and implementation of intervention and referral plans.

The principal shall, in consultation with the IRT, report to the board at the end of the school year on the concerns and issues identified by the team and the effectiveness of the services provided in achieving the outcomes identified in the intervention and referral plans.

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

**Key Words**

Student Assistance Committee, Intervention and Referral Services for General Education Students

**Legal Reference:** N.J.A.C. 6A: 16-8.1 et seq. Intervention and Referral Services

**Possible**

**Cross References:** \*6164.4 Child study team  
\*6172 Alternative educational programs

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

**Policy**

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GUIDANCE SERVICES

A guidance program shall be incorporated into the Township of Union School District's educational program to aid students in making informed and responsible decisions and in using effective decision-making processes.

The guidance program shall be developed and coordinated by the superintendent in consultation with teaching staff members he/she has identified as possessing necessary skills and abilities, to help students acquire the insights and knowledge they need to become autonomous, mature members of adult society in a democratic nation.

The purpose of the guidance program shall be to help students in learning to make their own decisions concerning life's many choices--personal, educational, and career/vocational.

The guidance program shall provide, as fully as possible, the information needed to make the best decisions concerning the student's educational program. Such information shall include facts such as test scores, grades and educational history. Student records may also include anecdotes, but shall not carry judgments, opinions and other advice.

Parents and Students shall be encouraged to avail themselves of the help of the guidance department's personnel concerning school progress or other school-oriented needs, an appointment will be made for this consultation. Reasonable effort must be made to accommodate parents/guardians who cannot come for conferences during the regular school day hours.

The guidance department in the high school shall encourage the visits of educational and occupational representatives, including military recruiters. The administration shall have a positive attitude toward granting permission to seniors to visit schools, colleges and places of employment during school time. Students must have prior approval of the guidance department for the scheduled visit.

Students shall be aided in finding part-time jobs when in school, and permanent employment upon graduation.

Guidance services shall include establishment of a referral system that guards the privacy of the student and monitors the efficacy of such referrals, when district resources are not sufficient, as in drug or alcohol counseling.

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

Key Words

Guidance Services

<b>Legal References:</b> <u>N.J.S.A.</u> 18A:35-4.2	Career development program
<u>N.J.S.A.</u> 18A:36-19	Student records; creation, maintenance and retention, security and access; regulations; nonliability
<u>N.J.S.A.</u> 18A:36-19.1	Military recruiters; access to schools and student information directories
<u>N.J.S.A.</u> 18A:38-36	Employment certificates to part-time students; revocation
<u>N.J.S.A.</u> 18A:46-5.1	Basic child study team services; provision by boards of

GUIDANCE SERVICES (continued)

<u>N.J.A.C.</u> 6A:7-1.7	education and state operated programs
<u>N.J.A.C.</u> 6A:8-1.1 <u>et seq.</u>	Equality in school and classroom practices
<u>See particularly:</u>	Standards and Assessment
<u>N.J.A.C.</u> 6A:8-3.2	
<u>N.J.A.C.</u> 6A:9-13.2	Substance awareness coordinator
<u>N.J.A.C.</u> 6A:9-13.7	Director of school counseling services
<u>N.J.A.C.</u> 6A:9-13.8	School counselor
<u>N.J.A.C.</u> 6A:14-3.4	Evaluation
<u>N.J.A.C.</u> 6A:16-4.1	Adoption of policies and procedures for the intervention of student alcohol and other drug abuse
<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:32-7.1 <u>et seq.</u>	Student Records
<u>N.J.A.C.</u> 6A:32-13.3	Guidance and counseling

**Possible**

<b><u>Cross References:</u></b> 5000	Concepts and roles in student personnel
5010	Personal goals and objectives for students
*5020	Role of parents/guardians
*5113	Absences and excuses
*5114	Suspension and expulsion
*5120	Assessment of individual needs
*5124	Reporting to parents/guardians
*5125	Student records
*5131	Conduct/discipline
*5131.6	Drugs, alcohol, tobacco (substance abuse)
*6142.12	Career education
*6145	Extracurricular activities
*6146	Graduation requirements
*6164.4	Child study team
*6171.1	Remedial instruction
*6171.2	Gifted and talented
*6171.4	Special education
*6172	Alternative educational programs
*6173	Home instruction

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

**Regulation**

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GUIDANCE AND COUNSELING

A. Counseling Services

1. The mission of the Township of Union Public School District's School Counseling Program is to provide a comprehensive, developmental counseling program that addresses the personal/social, academic, and career development of all students. The school counseling program is an integral part of the total educational program and is aligned with the American School Counselor Association's National Standards for School Counseling and New Jersey Core Curriculum Content Standards for Technological Literacy (career awareness and exploration). All counseling services shall be free of bias on the basis of race, color, creed, religion, national origin, ancestry, age, marital status, gender, social or economic status, or disability.
2. Counseling services include:
  - a. **Academic Development** – the academic standards serve as a guide for the school counseling program to implement strategies and activities that support and maximize student learning.
    1. Standard A – Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school across the life span.
    2. Standard B – Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
    3. Standard C – Students will understand the relationship of academics to the world of work and to life at home in the community.
  - b. **Career Development** – Program standards for career development serve as a guide for the school counseling program to provide the foundation for acquiring the skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work.
    1. Standard A – Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
    2. Standard B – Students will employ strategies to achieve future career success and satisfaction.
    3. Standard C – Students will understand the relationship between personal qualities, education and training and the world of work.
  - c. **Personal/Social Development** – Program standards for personal/social development serve as a guide for the school counseling program to provide the foundation for personal and social growth, which contributes to academic and career success.
    1. Standard A – Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.
    2. Standard B – Students will make decisions, set goals and take necessary action to achieve goals.
    3. Standard C – Students will understand safety and survival skills.



GUIDANCE AND COUNSELING (continued)

## 3. Types of Counseling Services

- a. Group Counseling emphasizes the importance of peer relationships in student development. Students learn that they are not alone and others share similar concerns. In the counseling group, students learn to give and receive feedback, develop a deeper understanding of themselves and others, trust others, and practice new behaviors in a safe, non-threatening environment.
- b. Developmental Counseling assists students to develop self-understanding, practice coping strategies, clarify issues, and/or explore alternatives common to their "development stage" and age.
- c. Problem Centered Counseling helps students experiencing difficulties that impede their progress in school.
- d. Crisis Counseling responds to students who need immediate, short-term help to deal with events which block the educational process such as relationship programs, harassment, substance abuse, or the death of a family member.
- e. Career Counseling addresses students' needs affecting their multiple life roles (student, family member, worker, friend, future parent and citizen) and their career identity, which are constantly in flux in today's society. Student life may be viewed as an ecosystem in which school, home, family, workplace, and community interact and affect their multiple roles. Life career planning is a continuous process across their life span.
- f. Referrals are coordinated in the school with the Child Study Team, the Student Assistance Program, and the Intervention and Referral Services (I&RS) program. In the community, cultural and neighborhood groups, the Division of Youth and Family Services (DYFS), Family Crisis Intervention Units (FCIU), juvenile committees, mental health agencies, treatment and rehabilitation programs, hotlines, community agencies are all integral parts of the referral network.

## 4. Support Services and Prevention Programs

- a. Intervention and Referral Services (*N.J.A.C. 6A:16-7*)

The Intervention and Referral Services (I&RS) is a school-based program designed to assist students experiencing learning, behavior, social and/or health difficulties. The I&RS is an interdisciplinary team of professional staff members created to develop intervention strategies to help both the student and teacher resolve problem areas. I&RS meets regularly to monitor the progress of students and recommends changes in strategies if necessary. The parent/guardian of the student is invited to be part of this I&RS process.

- b. Student Assistance Program

Students may discuss any number of personal concerns, including school difficulties, problems with relationships, alcohol/drugs, family, etc. All inquiries are kept confidential. As part of a comprehensive school counseling program, prevention programs are another area where school counselors collaborate with the SAC, teachers, and outside providers in developing a comprehensive and effective prevention plan.

- c. Anti-Bullying, Harassment, Intimidation (*N.J.S.A. 10:5-1 to 41*)

Bullying is addressed through a variety of services from prevention and community involvement, to counseling for victims. School counselors provide counseling to students who have been victimized. Counselors collaborate with other staff and administrators in developing and delivering programs such as peer leadership and anti-bullying activities. Anti-bullying, harassment, and intimidation education and prevention activities are infused into the curriculum.

GUIDANCE AND COUNSELING (continued)**B. Consulting Services**

- a. The purpose of consulting services is the improvement of the instructional program and the delivery of educational services by the collaboration of those staff members responsible for the instructional program and the development of individual students.
- b. Consulting services will include:
  1. Identification of the needs of students;
  2. Identification, evaluation, and program implementation of students with special needs;
  3. Development and implementation of preventative and supportive programs to address such problems as student attendance, violence, suicide, anti-bullying, harassment, and intimidation;
  4. Alerting professional staff to the purposes, functions, and availability of school counseling services;
  5. Encouragement of cooperation among teaching staff members and parent(s) or legal guardian(s) in resolving individual student problems;
  6. Establishment and maintenance of working relationships with state and local agencies for the purpose of professional referral and the sharing of experiences;
  7. Cooperation with business and industry to facilitate student job placement, job shadowing, mentoring, and vocational training; and
  8. Access to career exploration and development activities using the COIN Career Library ([www.coin3.com](http://www.coin3.com))
- c. Evaluation
  1. The school counseling program and the effectiveness of the I&RS Team will be reviewed annually to determine its strengths and weaknesses. The following information may be gathered and analyzed in that review:
    - a. Annual record of graduate placements in post-secondary institutions;
    - b. Assessments by persons not employed in the school district and expert in the field of guidance and counseling; and
    - c. The personal evaluations of the guidance and counseling staff members and administration to identify areas needing improvement.

Adopted: No date

Readopted: April 29, 2014

**TOWNSHIP OF UNION BOARD OF EDUCATION**  
**Union, New Jersey**

**FILE CODE: 6164.4**

**Monitored**  
 **Mandated**  
 **Other Reasons**

**Policy**

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CHILD STUDY TEAM

The Township of Union Board of Education shall provide the services of child study team personnel in numbers sufficient to ensure implementation of pertinent law and regulation. The superintendent shall present to the board for approval job descriptions, qualifications and evaluation criteria for positions required, and shall present to the board for hiring the best qualified applicants.

When complete evaluations of students are necessary, the superintendent shall recommend for board approval qualified persons or agencies to supplement the district team. Appropriate staff members, such as the nurse and teachers assigned to the student, shall also be involved.

Students who have been identified by any professional staff member, the parents/guardians of the child, a child welfare agency or by the health services staff as possibly having an educational disability shall be considered for evaluation.

Teachers and administrators shall provide intervention resources (e.g., adaptive teaching methods and materials, schedule changes, modified workloads, corrective or remedial instruction, etc.) in order to discover whether an observed difficulty is the result of problems within the educational delivery system. Parents/guardians shall be notified of such interventions. The members of the child study team shall be available to discuss problems informally with teachers and parents/guardians.

If the problems persist despite these intervention techniques, a formal referral, requiring due process procedures, shall be initiated. The examination of each such student shall proceed promptly in strict accordance with law. The board shall review and adopt the regulations governing the referral process.

Examination of each identified child shall consist of a physical examination, a psychological examination, an educational examination, a social case study, and such other examinations as may be deemed necessary by the child study team.

Disaffected Students

In addition to the educationally disabled, the child study team shall consider and recommend appropriate remedies and/or programs for students exhibiting disaffected behavior patterns. A survey of needs shall be conducted for each such student. If the survey indicates the advisability of a complete evaluation, a referral shall be initiated and due process followed. If the survey indicates a change in program, the child study team shall cooperate with the teaching staff in developing an appropriate program, including, if necessary, alternative programs.

Disruptive Students

All staff members shall be familiar with and implement the discipline policies and procedures adopted by this board. This implementation will identify the student who is disruptive. Staff members shall report the names of students who disrupt the educational program to the appropriate administrator who shall initiate actions that will ensure the involvement of the student's family and the provision of counseling and assessment services, so as to determine the causes of the student's disruptive behavior. A request for pre-referral intervention or for referral for evaluation may be made to the child study team. Throughout this process, administrators, support staff, teachers, parents/guardians, and if prudent, the student are to be involved. If all strategies prove unsuccessful, referral to the appropriate outside agency may be made.

**CHILD STUDY TEAM** (continued)

In accordance with state law and board policy, disruptive students whose continuing attendance interrupts the educational program and/or threatens harm to themselves and others may be suspended and considered for expulsion.

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

**Key Words**

Child Study Team, Referrals, Disaffected Students, Disruptive Students,

**Legal References:** N.J.S.A. 18A:46-3.1 Regional consultants for hearing impaired; appointment; duties  
N.J.S.A. 18A:46-5.1 Basic child study team services; provision by boards of education and state operated programs  
N.J.S.A. 18A:46-5.2 Participation by parent or guardian  
N.J.A.C. 6A:9-13.5 School social worker  
N.J.A.C. 6A:9-13.6 Speech-language specialist  
N.J.A.C. 6A:9-13.7 Director of school counseling services  
N.J.A.C. 6A:9-13.8 School counselor  
N.J.A.C. 6A:9-13.9 School psychologist  
N.J.A.C. 6A:9-13.10 Learning disabilities teacher-consultant  
N.J.A.C. 6A:14-1.1 et seq. Special Education  
N.J.A.C. 6A:32-14.1 Review of mandated programs and services

20 U.S.C.A. 1400 et seq. - 1990 Individuals with Disabilities Education Act, P.L. 101-476 (formerly Education for All Handicapped Children Act - Part B)

29 U.S.C.A. 794 et seq. - Section 504 of the Rehabilitation Act of 1973

**Possible**

**Cross References:** \*4111 Recruitment, selection and hiring  
 \*5114 Suspension and expulsion  
 \*5120 Assessment of individual needs  
 \*5131 Conduct/discipline  
 \*5200 Nonpublic school students  
 \*6010 Goals and objectives  
 \*6146.2 Promotion/retention  
 \*6164.2 Guidance services  
 \*6171.4 Special education  
 \*6172 Alternative educational programs

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