

ALTERNATIVE EDUCATIONAL PROGRAMS

The Township of Union Board of Education endeavors to provide an educational program adjusted to the needs of the individual child within the financial means of the district. Grouping enables a more efficient use of staff in meeting these needs. Program adaptations provide another means of using staff efficiently and effectively to meet the needs of many children.

When the needs of special individuals or groups cannot be met through adaptation or independent study, the superintendent shall investigate and propose to the board for approval alternative programs and facilities. Alternative education programs shall be approved by the Commissioner of Education.

Each alternative education program shall fulfill the program criteria that are specified in N.J.A.C. 6A:16-9.2 including but not limited to:

- A. A maximum student-teacher ratio of 12:1 for high school programs;
- B. A maximum student-teacher ratio of 10:1 for middle school programs;
- C. An Individualized Program Plan (IPP) shall be developed for each general education student enrolled in the program; and
- D. For students with disabilities the alternate education program shall be consistent with the student's Individualized Education Program (IEP).

Home Schooling

The board acknowledges the right of parents/guardians to educate their children at home. At the board's request, parents/guardians who choose this option shall submit adequate evidence that they are providing a curriculum that is equivalent to that provided by this district.

Disruptive/Disaffected Children

The board of education recognizes that the active engagement of each student is a primary requisite for sound teaching and learning to take place. When a child is unable to benefit from the educational program because he/she is either disruptive or disaffected, then the educational goals of the district for that child will not be realized and the efforts of other students may be impeded.

In an effort to optimize the educational experience for each child, the superintendent shall develop procedures to identify and work with disruptive/disaffected students.

When it is determined by the child study team that a disruptive/disaffected student is not classifiable, the board shall consider some other program as an alternative to regular classroom attendance. When the district does not have a suitable alternative program available, the superintendent shall recommend to the board placement in a program of another district, or home instruction.

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 (see policy 5114).

ALTERNATIVE EDUCATIONAL PROGRAMS (continued)

Removal for Weapons Offenses or Assault

Any student who is convicted or found to be delinquent for the following offenses shall be immediately removed by the principal from the district's regular education program for a period of not less than one calendar year and placed in an alternative education school or program pending a hearing before the board of education to remove the student:

- A. Possessing a firearm on any school property, on a school bus, or at a school-sponsored function; or
- B. Committing a crime while possessing a firearm.

The superintendent shall determine at the end of the year whether the student is to return to the district's regular education program, in accordance with procedures established by the Commissioner of Education.

Any student who assaults a student, teacher, administrator, board member, or other district employee with a weapon other than a firearm on school property, on a school bus, or at a school-sponsored function must be immediately removed from the school's regular education program and placed in an alternative school or program, pending a hearing before the board. The superintendent shall determine when the child shall return to the regular education program.

Potential Dropouts

While statute requires attendance of each student only until 16 years of age, it is in the best interests of both students and the community that they complete the educational program that will equip them with skills and increase their chances for a successful and fulfilling life beyond the schools.

The board directs that whenever a student wishes to withdraw, or has been identified as a potential withdrawal, effort should be made to determine the underlying reason and the resources of the district should be used to assist the student in reaching his/her career goals. No student under the age of 18 will be permitted to withdraw without the written consent of a parent/guardian.

The superintendent shall develop procedures for withdrawal from school that:

- A. Make counseling services available to any student who wishes to withdraw;
- B. Make every effort to satisfy the student's future educational needs;
- C. Help the student define his/her own educational life goals and help plan the realization of those goals;
- D. Inform the student of the high school equivalency program;
- E. Point out to the student the opportunities available in the armed forces.

Alternative Program for High School Students

The Township of Union Board of Education endeavors to provide a thorough and efficient education for all students. When a student is unable to benefit from the traditional high school educational program, the superintendent is authorized to develop an alternative educational program designed to meet the needs of the individual student.

The superintendent is directed to develop appropriate administrative procedures to implement alternative educational programs.

ALTERNATIVE EDUCATIONAL PROGRAMS (continued)

These procedures shall be incorporated into the practices established for the Township of Union Adult High School by the superintendent of schools.

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

Key Words

Alternative Educational Programs, Home Schooling, Dropouts, Disaffected Students, Disaffected Students, At-Risk Students

**Legal References:** N.J.S.A. 18A:11-1 General mandatory powers and duties  
N.J.S.A. 18A:37-1 et seq. Discipline of students  
 See particularly:  
N.J.S.A. 18A:37-2.2  
N.J.S.A. 18A:38-1, -25 Attendance at school free of charge  
N.J.A.C. 6A:8-5.1 Graduation requirements  
N.J.A.C. 6A:8-5.2 High school diplomas  
N.J.A.C. 6A:14-1.1 et seq. Special Education  
N.J.A.C. 6A:16-5.5 Removal of students from general education for firearms offense  
N.J.A.C. 6A:16-5.6 Removal of students from general education for assaults with weapons  
N.J.A.C. 6A:16-9.1 et seq. Alternative Education Programs  
N.J.A.C. 6A:16-10.1 et seq. Home or Out-of-School Instruction for General Education Students  
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts  
N.J.A.C. 6A:32-13.1 et seq. Student Behavior  
 See particularly:  
N.J.A.C. 6A:32-13.2  
State v. Vaughn, 44 N.J. 142, 1965  
State v. Massa, 95 N.J. Super. 382, 1967  
 20 USCA Section 8921 Gun Free Schools Act

**Possible**

**Cross References:** \*5113 Absences and excuses  
 \*5114 Suspension and expulsion  
 \*5131 Conduct/discipline  
 \*5131.7 Weapons and dangerous instruments  
 \*5134 Married/pregnant students  
 \*6142.2 English as a second language; bilingual programs  
 \*6142.12 Career education  
 \*6164.2 Guidance services  
 \*6164.4 Child study team  
 \*6171.4 Special education  
 \*6173 Home instruction

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

**Regulation**

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EXTENDED DAY PROGRAM

The superintendent is authorized to provide a nontraditional program for students where credits are awarded based on specific instructional objectives and demonstrated outcomes rather than on time spent in the program. The board may provide an alternate school and/or program for students who are not succeeding in their present school setting. The alternate school and/or program is not intended for students who have been classified as disabled. These students are eligible for educational services under a variety of special education program alternatives.

A. Student Population

1. Students who may be experiencing educational and behavioral problems in school.
2. Students who may exhibit chronic problems associated with persistent failure, discipline, truancy and absenteeism.
3. Students who may be experiencing basic skills deficiencies, frustration, alienation, negative self-concept, and a school environment that provides insufficient encouragement for such students all may contribute to the problem.
4. Students who may have a history of negative school experiences and patterns of behavior that have been disruptive to their own education, as well as to that of their classmates.

B. Goals and Objectives

1. The school district finds it necessary to establish an alternative school and/or programs to prevent students' patterns of behavior from interfering with the educational process.
2. The school district finds it necessary to establish an alternative school and/or programs to achieve both school-related objectives and to facilitate student success.
3. The school district's removing a group of students with specific needs and an identifiable set of characteristics or problems from the regular school program allows the school district to achieve the following objectives:
  - a. To assist students in making educational progress in order to meet the credit year curriculum requirements and satisfy both local and State high school graduation requirements;
  - b. To provide special support and assistance to help identified students develop more responsible patterns of behavior;
  - c. To improve the school climate by maintaining an educational environment conducive to learning and teaching; and
  - d. To increase student adherence to fundamental codes of conduct and increase the effectiveness of disciplinary policies and procedures.

C. Extended Day Program

1. The extended day program is an alternative school/program designed and operated for learning/behavioral characteristics for students.
2. An alternative school/program individualized program plan is developed and used for each student placed in the extended day program whether or not the program completion option is to be used as the basis for awarding high school credit.

EXTENDED DAY PROGRAM (continued)

3. A program completion option individualized program plan is used for any student not placed in an alternative school/program but for whom the program completion option is used as the basis for earning high school credit (e.g. independent study, special research projects, group projects, community action/service programs, etc.)
4. Alternative school/program individualized program plans and program completion option individualized program plans are kept on file in the school and are subject to the review by the Commissioner of Education or designee. These plans will be revised and updated as necessitated by program changes but at least annually in accordance with the requirements of the student records code.
5. The alternate school must have the following characteristics:
  - a. Be assigned a full-time non-teaching supervisor who is responsible for supervision of the program.
6. The extended day program must have the following characteristics:
  - a. Have a facility that is used to provide educational services must be approved by the New Jersey Department of Education – Bureau of Facility Planning Services; and
  - b. Have an individual assigned at the school facility with designated responsibility for program supervision and coordination.
7. The extended day program represents an organizational arrangement with the following distinctive characteristics:
  - a. Is located at a separate site or in a separate wing or building;
  - b. Has a specified student population – students with specific needs and an identified set of characteristics or problems;
  - c. Has a separate administrative head – a certified professional assigned at the facility with responsibility for program supervision and coordination. If the responsibility also includes supervision of staff, the separate administrative head will hold a supervisor's certificate;
  - d. Is organizationally small – has a low student-teacher ratio which provides teachers an opportunity to establish personal relationships and offer individualized attention to students' learning and behavioral needs;
  - e. Provides comprehensive support services including health and counseling services specifically tailored to facilitate student adjustment and educational success, as well as other social services, which link the students and their families to available community resources.

## D. Staffing/Staff Development

1. The program staff will be able to develop a conceptual understanding of a different approach so their reactions to the unpredictable are congruent with the program.
2. The board shall provide appropriate staff development programs.

## E. Educational Requirements

1. The extended day program shall be in operation a minimum of one hundred eighty (180) days a year and provide at least four (4) hours of approved educational experiences daily. An approved educational experience is one that is planned for a student in connection with the individualized program process and is implemented under the general supervision of certified school staff.

EXTENDED DAY PROGRAM (continued)

2. The following requisites must be satisfied by each student in order to receive a state-endorsed high school diploma:
  - a. Complete the credit year requirements for each curricular area based upon the school district's curriculum proficiencies, including, but not limited to, the statewide core proficiencies;
  - b. Pass the HSPA or satisfy the SRA process; and
  - c. Satisfy the attendance requirements for the extended day program.

## F. Curriculum and Instruction

1. The extended day program curriculum, while based on the proficiencies established by the school district, including but not limited to the statewide core proficiencies, may also include other program components. The program of study for grades nine through twelve must minimally include the credit year requirements.
2. Clear goals, specific objectives (that reflect the school district's curricular proficiencies), and an individually paced program will be designed and specified for each student.
3. Instructional approaches will be matched to the student's behavioral needs, learning styles, abilities, and curricular areas.
4. Clear standards of achievement will be provided to create a work and learning atmosphere.
5. Classes will be structured to facilitate the development of life skills as well as the attainment of educational goals.

## G. Individualized Program Plan

1. An Individualized Program Plan (IPP) will be prepared for each student enrolled in the extended day program. The IPP provides the student, parent(s) or legal guardian(s), and teacher(s) with an overall program plan to guide the implementation of the agreed upon educational experiences and program activities which have been developed by the appropriate school staff and approved by the high school principal. The IPP provides a record of the credits earned and documentation that the student successfully meets locally established proficiencies, including but not limited to the statewide core proficiencies.
2. The IPP will be developed in consultation with the high school principal, teacher, parent, appropriate student personnel specialists, and other staff members who know the student's educational performance.
3. The superintendent or designee is responsible for the placement of students in conformance with the student's educational program.
4. The IPP will be under the supervision of a certified teaching staff member.
5. The IPP will be maintained in the high school principal's office and is subject to review by the New Jersey Department of Education.

## H. Attendance

1. Student attendance requirements appropriate to all educational programs offered shall be established. For educational programs based upon the program completion alternative, which in most cases is proficiency based as opposed to time based, special attention will be given to the amount of time that is necessary and required to meet program objectives.

EXTENDED DAY PROGRAM (continued)

2. A record of daily attendance will be maintained for each student in the extended day program. In the event the program activities are not school or classroom based, attendance will be considered in the context of the student's participation in the various program components regardless of the setting in which they take place. Accordingly, there may be different attendance requirements for different programs and/or program components.
3. Extended day program attendance registers and student rosters must be maintained separate and distinct from any other school.

I. Transportation

The board will establish policies and procedures for transporting students to and from alternative education school/programs and related school activities.

J. Budget

The administration will develop and the board will approve a projected budget for the extended day program. The budget will account for all operating expenses required to run the program. The budget must be submitted to the New Jersey Department of Education.

K. Miscellaneous

The superintendent will establish a program and management committee for the purpose of providing oversight to the development and ongoing implementation of the extended day program.

The board will comply with all New Jersey Department of Education requirements for application and approval to operate an alternative education school/program

Adopted: No date  
Readopted: April 29, 2014

HOME INSTRUCTION

To provide uninterrupted education for students unable to attend their regular classes because of illness, disability court order or administrative action, the board of education shall provide away-from-school instruction when proper application has been made and subject to the following restrictions:

- A. The period of absence must be expected to be longer than two weeks except in special circumstances;
- B. A parent/guardian or appropriate adult authority must be within call during the period of instruction; and
- C. In cases of illness or disability, medical certification is required both of the necessity for the student's absence and his/her fitness to benefit from the instruction.

Each case must be approved by board action; all requirements for receipt of state aid must be fulfilled.

The Township of Union Board of Education shall provide home or out-of-school instructional services no later than five (5) days after the student has left the general education program.

Temporary or Chronic Health Condition

The board is committed to providing home instruction to students who cannot participate in the regular education program due to temporary or chronic health conditions or treatment needs which preclude participation. The superintendent and/or designee shall select the instructors and oversee coordination between the home instructor and the regular classroom teacher in determining the student's instructional program. The home or out-of-school instructional services shall meet the minimum standards that are specified in N.J.A.C. 6A:16-10.1(c) including but not limited to:

- A. For general education students whose projected confinement will exceed 30 days, the school district shall develop an Individualized Program Plan (IPP) for delivery of instruction. The district shall maintain a record of delivery of instructional services and student progress;
- B. For general education students, the instruction shall meet the Core Curriculum Content Standards. Home instruction shall meet the requirements of the board for promotion at the grade level. When the provision of home instruction will exceed 60 calendar days, the school physician shall refer the student to the child study team for evaluation;
- C. For special education students, the home instruction shall be consistent with the student's Individualized Education Program (IEP) to the extent appropriate. The home instruction shall meet the Core Curriculum Content Standards. When the provision of home instruction will exceed 30 consecutive school days in a school year, the IEP team shall convene a meeting to review and, if appropriate, revise the student's IEP;
- D. Teachers providing home instruction shall be appropriately certified for subject, grade level and special needs of the student; and
- E. The teacher shall provide one-on-one instruction for no fewer than five hours per week on three separate days of the week. If the student is physically able, the instruction shall also include no fewer than five hours per week of additional guided learning experiences. This may include the use of technology to provide audio and visual connections to the student's classroom.



HOME INSTRUCTION (continued)Reasons Other Than a Temporary or Chronic Health Condition

- A. The district shall provide home or out-of-school instruction for a general education student for reasons other than a temporary or chronic health condition no later than five school days after the student has left the general education program when:
1. The student is mandated by State law and rule for placement in an alternative education program for firearms offenses and/or assault with weapons offenses but placement is not immediately available;
  2. The student is placed on short-term or long-term suspension;
  3. A court order requires that the student receive instructional services in the home or other out-of-school setting.
- B. The superintendent and/or designee shall select the instructors and oversee coordination between the home instructor and the regular classroom teacher in determining the student's instructional program. The home or out-of-school instructional services for reasons other than a temporary or chronic health condition shall meet the minimum standards that are specified in N.J.A.C. 6A:16-10.2(d) including but not limited to:
1. The school district shall develop an Individualized Program Plan (IPP) for delivery of instruction and maintain a record of delivery of instructional services and student progress (the IPP is not required for students on short-term suspension). The IPP shall be developed in accordance with law (N.J.A.C. 6A:16-10.2(d)1);
  2. The teacher providing instruction shall be appropriately certified for subject, grade level and special needs of the student;
  3. The teacher shall provide one-on-one instruction with no fewer than 10 hours each week on three separate days. The instruction shall also include no fewer than 10 additional hours per week of guided learning experience;
  4. The instruction shall meet the Core Curriculum Content Standards and board requirements for promotion and graduation.

Any student receiving home instruction is not considered absent.

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

Key Words

Bedside Instruction, Home Instruction

**Legal References:** N.J.A.C. 6A:14-1.1 et seq. Special education  
See particularly:  
N.J.A.C. 6A:14-4.8, 4.9  
N.J.A.C. 6A:16-4.3 Reporting, notification and examination procedures for students suspected of being under the influence of alcohol or other drugs  
N.J.A.C. 6A:16-5.5 Removal of students from general education for firearms offenses  
N.J.A.C. 6A:16-5.6 Removal of students from general education for assaults with weapons offenses  
N.J.A.C. 6A:16-10.1 et seq. Home or Out-of-School Instruction  
N.J.A.C. 8:61-1.1 Attendance at school by students or adults infected by Human Immunodeficiency Virus (HIV)

HOME INSTRUCTION (continued)

H.A. v. Board of Education Warren Hills Regional, 1976 S.L.D. 336

Plainfield Board of Education v. Cooperman, 105 NJ 587 (1987)

Somerset County Educational Services Commission v. North Plainfield Board of Education 1999 S.L.D. September 7 State in re G.S. 330 N.J. Super. 338 (Ch. Div. 2000)

**Possible**

- Cross References:**
- \*4112.2 Certification
  - \*5113 Absences and excuses
  - \*5114 Suspension and expulsion
  - \*5131 Conduct/discipline
  - \*5131.6 Drugs, alcohol, tobacco (substance abuse)
  - \*5131.7 Weapons and dangerous instruments
  - \*5134 Married/pregnant students
  - \*5141.2 Illness
  - \*6146 Graduation requirements
  - \*6164.2 Guidance services
  - \*6164.4 Child study team
  - \*6171.4 Special education
  - \*6172 Alternative educational programs

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

**Policy**

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**TITLE I REMEDIAL SUMMER SCHOOL**

The Township of Union Board of Education directs the superintendent to develop a summer school program that will meet the needs of the students for remedial work, extra credit and enrichment. A reasonable tuition may be charged for enrichment courses which carry no credit and are determined by the executive county superintendent to be unrelated to the curriculum of the regular school program. However, no district student shall be excluded because of inability to pay.

Plans for summer school including courses and number of teachers shall be presented to the board for approval.

The Township of Union Board of Education, contingent upon Title I Funding, will offer a Title I Summer School remedial program. A Title I student who should fail a course during the current school year, or lose credit for attendance, has the option to take the course for remediation to earn credit. Summer School courses need prior approval from the student's guidance counselor or the Supervisor of Guidance. Applications are available in the guidance office. Courses for remediation will be counted toward fulfilling graduation requirements.

**\*Courses offered will depend on Title I funding**

**Possible course offerings:**

EN101 9<sup>th</sup> Grade English  
EN201 10<sup>th</sup> Grade English  
EN301 11<sup>th</sup> Grade English  
EN401 12<sup>th</sup> Grade English  
MA100 Algebra 1  
MA310 Algebra 2  
MA202 Geometry  
SC212 Biology

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

**Key Words**

Summer, Summer School

**Legal References:** N.J.S.A. 18A:7A-3 Summer Compensatory Programs  
N.J.S.A. 18A:54B-1, 2 Summer School Enrichment Program

**Possible**

**Cross References:** \*1120 Board of education meetings  
\*5113 Absences and excuses  
\*5120 Assessment of individual needs  
\*5127 Commencement activities  
\*6010 Goals and objectives  
\*6122 Articulation  
\*6140 Curriculum adoption  
\*6142 Subject fields  
\*6142.2 English as a second language; bilingual/bicultural

SUMMER SCHOOL (continued)

- \*6142.6 Basic skills
- \*6145 Extracurricular activities
- \*6146 Graduation requirements
- \*6147 Standards of proficiency
- \*6154 Homework/makeup work
- \*6171.4 Special education
- \*6200 Adult/community education

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

**Policy**

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EARLY CHILDHOOD EDUCATION/PRESCHOOL

The Township of Union Board of Education believes that preschool educational experiences contribute to later academic success for all children. Therefore, within the limits of the budget and as required by law, the superintendent shall recommend to the board for approval programs designed for district children under the age required for regular admission. Programs shall address the needs of children who have been identified as requiring special education, as well as of those who have not been so identified.

The preschool curriculum shall consist of developmentally appropriate experiences that provide each child with individual opportunities to develop positive self-esteem, social/emotional growth, language skills, motor development and conceptual skill development.

All preschool programs sponsored by the board shall be consistent with the overall philosophy of the school district and aligned with the **Common Core Curriculum Content State Standards**. They shall be coordinated with other relevant district programs such as special education and Title I and articulated with the K-12 curriculum.

Proof of immunizations against communicable diseases and examinations shall be in accord with requirements for kindergarten and first grade admission (see policy file code 5111 *Admission*).

The board of education shall ensure that the preschool program:

- A. Maintains classroom enrollments of no more than 18 children with one certified teacher and one appropriately qualified assistant;
- B. Is developmentally appropriate to the age and skill level of the young child;
- C. Is designed to meet the New Jersey Preschool Teaching and Learning Standards of Quality, the New Jersey Preschool Program Implementation Guidelines and the New Jersey Core Curriculum Content Standards;
- D. Includes transition activities, programs, and services between preschool programs and kindergarten programs;
- E. Coordinates with all other relevant school district programs, for example, special education and bilingual education; and
- F. Includes an annual program evaluation.

The preschool programs and curricula shall be based on student needs, strengths and interests that focus on all aspects of development: cognitive, social, emotional and physical. Curriculum and assessment strategies and/or resources shall be developmentally appropriate and include performance-based assessment measures.

The board shall ensure that instructional methods and/or strategies are congruent with the cognitive, social, emotional and physical skills of the young child. Instruction shall balance teacher-directed and child-initiated experiences.

The board shall provide professional development and training specific to preschool education for all early childhood education administrators, teachers and teacher assistants.

EARLY CHILDHOOD EDUCATION/PRESCHOOL (continued)

The preschool program may be offered within a mixed delivery system that includes in-district, private provider and local Head Start agency settings provided that the private provider and/or local Head Start agency program(s) with which the district board of education contracts comply with the school district's program requirements, including the employment of appropriately licensed and qualified teaching staff.

The preschool program shall include parent education activities in the preschool program with specific strategies identified that assist parents in remaining actively involved in their child's education throughout their school years.

Community health and social service agencies shall be included in the planning, operations and, if appropriate, the fiscal support of the preschool program.

The board shall designate an administrator to oversee the preschool program. He/she shall ensure adherence to all applicable laws and regulations in pursuing funding at the federal and state levels, as well as from private sources.

**A one-time fee of \$500 shall be charged, per student.**

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

Key Words

Developmentally Appropriate Curriculum, Early Childhood Education, Preschool

<b><u>Legal References:</u></b>	<u>N.J.S.A. 18A:7F-54</u>	Access to full day preschool; calculation of preschool education aid
	<u>N.J.S.A. 18A:44-4</u>	Funding of Preschool programs
	<u>N.J.A.C. 6A:8-2.1</u>	Authority for educational goals and standards
	<u>N.J.A.C. 6A:8-3.4</u>	Requirements for early childhood education programs
	<u>N.J.A.C. 6A:9-6.1</u>	Standard certificate
	<u>N.J.A.C. 6A:9-8.1</u>	Requirements for certificates of eligibility
	<u>N.J.A.C. 6A:9-9.2</u>	Endorsements and authorizations
	<u>N.J.A.C. 6A:13A-1.1 et seq.</u>	Elements of high quality preschool programs
	<u>N.J.A.C. 6A:23A-8.7</u>	Tuition rate adjustment by districts receiving preschool expansion aid or educational opportunity aid
	<u>N.J.A.C. 6A:30-1.1 et seq.</u>	Evaluation of the Performance of School Districts
	<u>N.J.A.C. 6A:26-3.11</u>	ECPA district community early childhood educational facilities projects
	<u>N.J.A.C. 6A:32-8.3</u>	School attendance

**Possible**

<b><u>Cross References:</u></b>	*3220/3230	State funds/federal funds
	*3541.1	Transportation routes and services
	*5020	Role of parents/guardians
	*5111	Admission
	*5141.3	Health examinations and immunizations
	*6010	Goals and objectives
	*6122	Articulation
	*6141	Curriculum design/development
	*6151	Class size
	*6171.3	At-risk and Title 1
	*6171.4	Special education
	*7110	Long-range facilities planning

EARLY CHILDHOOD EDUCATION/PRESCHOOL (continued)

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

**Policy**

ADULT/COMMUNITY EDUCATION

The Township of Union Board of Education will establish and maintain a program of adult education and may utilize any of its school facilities for accomplishing the legitimate educational purposes of serving the vocational, avocational, cultural, and aesthetic interests of the community.

The board will also maintain a program of instruction in English language and in government and laws for the benefit of foreign-born residents of the district.

In order to support a program of adult education and education for the foreign born, the board may employ staff, use school facilities as required, and provide necessary custodial services. All professional staff members so employed shall possess valid New Jersey teaching certificates.

The superintendent is directed to seek out and utilize such federal, state, and private sources of revenue as may be appropriate for the financial support of the adult education program.

Adult High School

The board will establish an adult evening high school for district residents 18 years of age or over. The board shall adopt graduation requirements equivalent to those of the day school that shall include passing statewide assessment tests. English language learner (ELL) students may satisfy a special review assessment in lieu of passing the HSPA. All courses shall be adopted by the board and shall include standards of proficiency.

Adopted: June 1999  
NJSBA Review/Update: April 2012  
Readopted:

Key Words

Adult Education, Community Education

**Legal References:** N.J.S.A. 18A:7C-8 Adult high school programs; diplomas  
N.J.S.A. 18A:7F-47 Total stabilization aid per district, limit on increase  
N.J.S.A. 18A:7F-58 Adjustment aid; educational adequacy aid  
N.J.S.A. 18A:48-1 et seq. Public Evening Schools  
N.J.S.A. 18A:50-1 et seq. Adult Education  
N.J.A.C. 6:30-1.1 et seq. Adult Education Programs  
See particularly:  
N.J.A.C. 6:30-2.1, -3.3,  
-3.6, -3.7, -3.8  
N.J.A.C. 6A:8-1.1 et seq. Standards and Assessment  
See particularly:  
N.J.A.C. 6A:8-5.1(a)5  
and 6  
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts

Possible



ADULT/COMMUNITY EDUCATION (continued)

<b><u>Cross References:</u></b>	3240	Tuition income
	*3250	Income from fees, fines, charges
	*4112.2	Certification
	4141	Salary guides
	*5111	Admission
	*5124	Reporting to parents/guardians
	*5127	Commencement activities
	*5131	Conduct/discipline
	*6142	Subject fields
	6174	Summer school

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

Policy

EVALUATION OF THE INSTRUCTIONAL PROGRAM

The Township of Union Board of Education directs the superintendent to develop and implement a systematic short-range and long-range plan for the continuing assessment of the progress of the educational program toward the goals established by the district. To this end, he/she shall recommend tests and methods indicated by his/her best professional judgment.

The board reserves the right to review each test and to approve those that serve a legitimate purpose without infringing upon the personal rights of the students or their parents/guardians. The results of any evaluation may be released by the superintendent using districtwide data. Parents/guardians may obtain an explanation of the results of their child's test from qualified school personnel.

The superintendent shall annually recommend improvements in the program and staff based upon the evaluation of the district's program. He/she will ensure that all required data is submitted to the Commissioner for inclusion in the school report card.

The board will cooperate with the Commissioner in the conduct of such state-wide assessment programs as are required by the State Board of Education and shall use the data gained thereby toward the improvement of the schools of this district.

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

Key Words

Evaluation, Evaluation of the Instructional Program, Instructional Program

<b>Legal References:</b>	<u>N.J.S.A.</u> 18A:7A-10	Evaluation of performance of each school
	<u>N.J.S.A.</u> 18A:7E-2 through -5	School report card program
	<u>N.J.A.C.</u> 6A:7-1.4	Responsibilities of the district board of education
	<u>N.J.A.C.</u> 6A:8-1.1 <u>et seq.</u>	Standards and Assessment
	<u>See particularly:</u>	
	<u>N.J.A.C.</u> 6A:8-3.1, -4.3, -4.4, -4.5	
	<u>N.J.A.C.</u> 6A:14-4.1(i)	General requirements
	<u>N.J.A.C.</u> 6A:23A-9.5	Commissioner to ensure achievement of the Core Curriculum Content Standards
	<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts
	<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts
	<u>N.J.A.C.</u> 6A:32-1.2	Definitions

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

**Possible**

**Cross References:** \*1000/1010 Concepts and roles in community relations; goals and objectives  
\*1120 Board of education meetings

EVALUATION OF THE INSTRUCTIONAL PROGRAM (continued)

*5120	Assessment of individual needs
*5145.4	Equal educational opportunity
6000	Concepts and roles in instruction
*6010	Goals and objectives
6011	Thorough and efficient/QEA
*6141	Curriculum design/development
*6147	Standards of proficiency
*6171.4	Special education

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