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### RECOGNITION OF RELIGIOUS BELIEFS AND CUSTOMS

The Board directs that no religious belief or non-belief be promoted in the regular curriculum or in District-sponsored courses, programs or activities, and further directs that none shall be disparaged.

However, the Board recognizes that a genuine and broad secular program of education is furthered by advancement of pupils' 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 District should inform pupils of the many beliefs and customs stemming from religious, racial, ethnic and cultural heritages. Such instruction should be designed to broaden the pupils' understanding of and tolerance for the multiple ways of life enjoyed by the peoples of the world.

The Board believes that 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 pupils' 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, crèche, symbols of Native American religions or other symbols that are part of a religious holiday is permitted as a teaching aid or resource if part of the curriculum for the course and 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 pupil's religious beliefs and teachings shall be viewed as optional for the pupil.

The Board will 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.

**RECOGNITION OF RELIGIOUS BELIEFS  
AND CUSTOMS (continued)**

**File Code: 6141.2**

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

Date: April 18, 2011

**Legal References:**

|                              |   |
|------------------------------|---|
| <u>N.J.S.A.</u> 18A:11-1     | General mandatory powers and duties         |
| <u>N.J.S.A.</u> 18A:36-16    | Rules regarding religious holidays          |
| <u>N.J.S.A.</u> 18A:54-20    | Powers of board (county vocational schools) |
| <u>N.J.A.C.</u> 6A:8-3.1     | Curriculum and instruction                  |
| <u>N.J.A.C.</u> 6A:32-8.3(h) | School attendance                           |

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

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

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

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

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

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

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

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

American Civil Liberties Union v. Blackhorse Pike Regional Board of Education, 84 F.3d 1471 (3<sup>rd</sup> 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.Ed 198 (3<sup>rd</sup> 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

**RECOGNITION OF RELIGIOUS BELIEFS  
AND CUSTOMS (continued)**

**File Code: 6141.2**

**Possible  
Cross References:**

|        |  |
|--------|--|
| 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 |

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**SUBJECT FIELDS**

The Board believes that it is the aim of a sound instructional program to provide each child, within the scope of his/her abilities, proficiency in a set of skills, attitudes and concepts which will enable him/her to master life situations and to enrich personal experience.

Therefore, the Board directs that the District offer a comprehensive curriculum to provide for the intellectual, social and emotional growth of all pupils, 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 or his/her designee 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 pupils of the District.

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

Date: January 18, 1983

Date Revised: May 17, 1988

Date Revised: May 31, 2011

**Legal References:**

N.J.S.A. 18A:6-2

N.J.S.A. 18A:6-3

N.J.S.A. 18A:7C-5

Instruction in accident and fire prevention  
Courses in constitution of United States  
Board of education to provide policy on  
graduation to students and parents

|   |  |
|---|--|
| <u>N.J.S.A.</u> 18A:33-1                | District to furnish suitable facilities;<br>adoption of courses of study |
| <u>N.J.S.A.</u> 18A:35-1 <u>et seq.</u> | Curriculum and courses   |
| <u>N.J.S.A.</u> 18A:35-4.6-4.8          | <u>Parents Right to Conscience Act of 1979</u>                           |
| <u>N.J.A.C.</u> 6A:8-3.1                | Curriculum and instruction   |
| <u>N.J.A.C.</u> 6A:8-5.1                | Graduation requirements  |
| <u>N.J.A.C.</u> 6A:9-1.1 <u>et seq.</u> | Professional Licensure and Standards                                     |

See particularly:

|  |  |
|--|--|
| <u>N.J.A.C.</u> 6A:9-5, -6, -8, -9, -11,<br>-13, -15 |  |
| <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<br>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, V OAL DKT. NOS. EDU 4459-96 and EDU 4981-96  
(Consolidated)

**Possible**

**Cross References:**

|         |  |
|---------|--|
| 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   |

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### FAMILY LIFE EDUCATION

The Board will maintain a family life education curriculum that provides material suited to each grade level, presented in a manner intended to foster respect for the human body and an understanding of how human sexuality affects personal and family relationships in conformance with the Core Curriculum Content Standards.

The curriculum, developed under the supervision of the Superintendent or his/her designee with the active participation of teachers, administrators, pupils, parents/guardians, physicians, members of the clergy and representative members of the community, will be available to all parents/guardians. The Board will ensure compliance with all requirements of state and federal law concerning the content of the curriculum and distribution of materials. An outline of the curriculum and list of instructional materials for the grades of their children will be sent to parents/guardians annually.

The Superintendent or his/her designee will ensure that the curriculum developed is articulated to that of the elementary school(s), so that the transition from elementary to secondary approaches to this material will be easy for all pupils.

Any pupil whose parent/guardian presents to the Building Principal a signed statement that any part of the instruction in health, family life education or sex education is in conflict with their conscience, or moral or religious beliefs, shall be excused from that portion of the course where such instruction is being given, and no penalties as to credit or graduation shall result therefrom.

The Board urges all parents/guardians to become familiar with these courses and to participate in their development.

The Board alone, upon recommendation of the Superintendent or his/her designee, will determine the content, sequence and materials of family life education.

Date: January 18, 1983

Date Revised: May 17, 1988

Date Reviewed/Revised: May 31, 2011

#### Legal References:

N.J.S.A. 18A:35-4.6-4.8

N.J.S.A. 18A:35-4.19-4.22

N.J.A.C. 6A:8-3.1

N.J.A.C. 6A:8-4.2

N.J.A.C. 6A:32-12.1

Parents Right to Conscience Act of 1979

AIDS Prevention Act of 1999

Curriculum and instruction

Documentation of student achievement

Reporting requirements

Pupil Protection Rights Amendment - 20 U.S.C. 1232h  
No Child Left Behind Act of 2001, PL. 107-110, 20 U.S.C.A. 6301 et seq.

**Possible**

**Cross References:**

|         |   |
|---------|---|
| 1220    | <u>Ad hoc</u> advisory committees         |
| 5131.6  | Drugs, alcohol, tobacco (substance abuse) |
| 5141.6  | Crisis intervention                       |
| 6122    | Articulation                              |
| 6140    | Curriculum adoption                       |
| 6142    | Subject fields                            |
| 6142.13 | HIV prevention education                  |
| 9130    | Committees                                |

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**ENGLISH AS A SECOND LANGUAGE; BILINGUAL PROGRAMS**

The Board recognizes and appreciates that not all students entering and/or attending the District will possess a total command of the English language as their native tongue.

Therefore, the Board shall provide English as a second language (ESL) and/or bilingual programs of instruction for pupils who:

- A. Do not speak English and need instruction toward mastery of the English language;
- B. Speak a language other than English, are more capable of performing school work in that language, and need their basic educational program taught in that language.

The Superintendent or his/her designee will develop procedures in accordance with the New Jersey Administrative Code to determine which pupils would benefit from ESL and/or bilingual programs and to involve school staff, parents/guardians and community members in reviewing programs to determine which would best meet these pupils' needs.

The goal of ESL programs is to assist pupils to achieve fluency (including listening, comprehension, speaking, reading, and writing skills) in English. The goal of the bilingual program is to permit pupils to learn subject matter in their primary language while developing English language skills. The goal of all such programs shall be achievement of the Core Curriculum Content Standards.

All District high school students of limited English proficiency will satisfy both state and District requirements for graduation, except that any English language learner (ELL) student may demonstrate attainment of state minimum levels of proficiency through passage of the Alternative High School Assessment (AHSA) process in his/her native language and an English fluency assessment approved by the Department of Education or passage of the AHSA process in English with appropriate accommodations.

Parents/guardians of pupils of limited English speaking ability shall be notified by mail of the fact that their child has been identified as eligible for enrollment in a bilingual, ESL or English language services education program. This written notice shall include information indicating that the parents/guardians may choose to decline to enroll their child into the bilingual program.

Communication with parents/guardians of pupils in these programs shall be in writing and in both English and their primary speaking language. Reports of pupil progress shall be made to parents/guardians on the same schedule as reports of pupils in the regular program.



**ENGLISH AS A SECOND LANGUAGE;  
BILINGUAL PROGRAMS (continued)**

**File Code: 6142.2**

The Superintendent or his/her designee shall direct development of an annual plan for ESL and/or bilingual education that is in compliance with state guidelines. The Board will review and approve the plan at a public meeting. The Board must adopt the courses of study for ESL and bilingual programs in the same manner in which it adopts the curriculum for the regular program. In order to receive the state-endorsed high school diploma, English language learner (ELL) pupils must meet the District's graduation requirements.

Pupils enrolled in District bilingual or ESL programs shall be assessed annually for exit from such programs, using indicators described in the administrative code. Whenever it is determined that a pupil should exit from the bilingual program, parents/guardians shall be notified by mail.

Parents/guardians may remove a pupil who is enrolled in a bilingual education program at any time; except that during the first three years of the pupil's participation in a bilingual education program, he/she may only be removed at the end of each school year. Removal prior to the end of the school year shall be approved by the Executive County Superintendent. If the Executive County Superintendent determines that the pupil should remain in the bilingual education program until the end of the school year, the parents/guardians may appeal that decision to the Commissioner of Education pursuant to law. The Commissioner of Education shall render a decision within 30 days of the filing of the appeal.

The Board may petition the Commissioner of Education to waive the requirement for a full-time bilingual program when it can demonstrate that it would be impractical to provide such a program, due to the age range, grade span or geographic location of the eligible pupils.

\*Note: "ELL" means English language learner, indicating a person who is in the process of acquiring English and has a first language other than English. English language learners are the same students who are sometimes referred to as limited English proficient (LEP).

Date Adopted: October 4, 1988  
Date Review/Revised May 31, 2011

**Legal References:**

|   |                                      |
|---|--------------------------------------|
| 18A:35-15 <u>et seq.</u>                | Bilingual education programs         |
| <u>N.J.A.C.</u> 6A:5-1.1 <u>et seq.</u> | Regulatory Equivalency and Waiver    |
| <u>N.J.A.C.</u> 6A:8-1.3                | Definitions                          |
| <u>N.J.A.C.</u> 6A:8-4.1                | Statewide assessment system          |
| <u>N.J.A.C.</u> 6A:8-4.1                | Statewide assessment system          |
| <u>N.J.A.C.</u> 6A:8-5.1                | Graduation requirements              |
| <u>N.J.A.C.</u> 6A:9-1.1 <u>et seq.</u> | Professional Licensure and Standards |

**ENGLISH AS A SECOND LANGUAGE;  
BILINGUAL PROGRAMS (continued)**

**File Code: 6142.2**

See particularly:

N.J.A.C. 6A:9-11.4, -11.5

N.J.A.C. 6A:15-1.1 et seq.

Bilingual Education

See particularly:

N.J.A.C. 6:A:15-1.4

N.J.A.C. 6A:30-1.1 et seq.

Evaluation of the Performance of School  
Districts

See particularly:

N.J.A.C. 6A:30-2.2

N.J.A.C. 6A:32-2.1

N.J.A.C. 6A:32-12.1

N.J.A.C. 6A:32-14.1

Definitions

Reporting requirements

Review of mandated programs and services

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

**Possible**

**Cross References:**

|        |  |
|--------|--|
| 5120   | Assessment of individual needs               |
| 5124   | Reporting to parents/guardians               |
| 6121   | Nondiscrimination/affirmative action         |
| 6146   | Graduation requirements                      |
| 6147   | Standards of proficiency                     |
| 6147.1 | Evaluation of individual student performance |
| 6171.2 | Gifted and talented                          |
| 6171.3 | At-risk and Title 1                          |