

Policy

CONCEPTS AND ROLES IN INSTRUCTION
GOALS AND OBJECTIVES

The Haworth Board of Education accepts the responsibility for coordinating the available resources of home, school and community in a mutual effort to guide every pupil's growth towards becoming a self-respecting individual who can effectively function politically, economically and socially in a democratic society.

The board is dedicated to ensuring that all students in the district are provided with the necessary skills and competencies for achievement of the Core Curriculum Content Standards.

- A. All children should start school ready to learn.
 - 1. Quality preschool opportunities shall be provided for all children, through collaboration between public schools and community agencies.
 - 2. Parent education programs shall be designed and implemented by the district to assist parents in providing readiness experiences for their preschool children.

- B. Pupils shall leave grades four and eight having demonstrated competency in challenging subject matter including language arts/literacy, mathematics, science, social studies, health and physical education, visual and performing arts and world languages.
 - 1. The district shall implement the state-approved Core Curriculum Content Standards and appropriate assessments to enable pupils to succeed and to evaluate their performance.
 - 2. The district shall provide staff development opportunities to ensure that teachers are adequately equipped to teach challenging and up-to-date subject matter and to implement effective teaching techniques. It shall monitor teaching staff members progress toward achievement of the required 100 clock hours of continuing education to ensure that they are obtaining and maintaining the skills to help all students achieve the Core Curriculum Content Standards.

- C. Pupils shall learn to use their minds well, so that they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.
 - 1. The district shall provide students with experiences in higher level thinking, information processing, the responsibilities of citizenship, and employability skills.
 - 2. All pupils shall demonstrate respect for racial, cultural, ethnic and religious diversity.

- D. All pupils shall increase their achievement levels in science and mathematics to contribute to our country's ability to compete academically with all other countries of the world.
 - 1. The district shall revise its curriculum offerings in science and mathematics according to state standards.
 - 2. The district shall provide staff training in the teaching of mathematics and science at grades K-8 to increase teachers' understanding of and ability to teach these subjects.

GOALS AND OBJECTIVES (continued)

- E. District schools shall be free of drugs and violence and offer a safe, disciplined environment conducive to learning.
 - 1. The district shall develop partnerships with parents to establish the responsibilities of each to create and maintain safe and healthy educational environments for all pupils.
 - 2. The district shall provide programs and staffing to deal with pupils at risk.
 - 3. The school and community shall expand their cooperative efforts to create drug and violence-free environments.
 - 4. All students shall develop a positive view of self and learn to use effective interpersonal skills.

The board shall develop, in consultation with the Superintendent/Principal and teaching staff members, a written educational plan for the district. This plan shall be reviewed and adopted annually and shall include:

- A. Written educational goals;
- B. An assessment of pupil needs;
- C. Specific annual objectives based on identified needs and action plans to implement them;
- D. Standards for assessing and evaluating the achievement of objectives;
- E. The establishment of reasonable pupil minimum proficiency levels in the areas addressed in the Core Curriculum Content Standards;
- F. An educational program consistent with these goals, objectives, standards and needs;
- G. Evaluation of pupil progress.

Adopted: January 29, 2002
 NJSBA Review/Update: September 2009
 Readopted: November 2009

<u>Legal References:</u>	<p><u>N.J.S.A.</u> 18A:7A-10 <u>N.J.S.A.</u> 18A:7C-2 <u>N.J.S.A.</u> 18A:7F-1 through -34 <u>N.J.S.A.</u> 18A:33-1 <u>N.J.S.A.</u> 18A:35-1 <u>et seq.</u> <u>N.J.A.C.</u> 6A:8-1.1 <u>et seq.</u> <u>See particularly:</u> <u>N.J.A.C.</u> 6A:8-1.2 through -1.3, -2.1, -3.1,-4.4 <u>N.J.A.C.</u> 6A:9-15.1 <u>et seq.</u> <u>N.J.A.C.</u> 6A:23-1.1 <u>et seq.</u> <u>See particularly:</u> <u>N.J.A.C.</u> 6A:23-5.1 <u>et seq.</u></p>	<p>Evaluation of performance of each school Boards of education; establishment of standards Comprehensive Education Improvement and Financing Act District to furnish suitable facilities; adoption of courses of study Curriculum and Courses Standards and Assessment Required Professional Development for Teachers Finance and Business Services</p>
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GOALS AND OBJECTIVES (continued)

<u>N.J.A.C.</u> 6A:26-1.1 <u>et seq.</u>	Educational Facilities
<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts
<u>N.J.A.C.</u> 6A:32-2.1	Definitions
<u>N.J.A.C.</u> 6A:32-12.1	Reporting requirements
<u>N.J.A.C.</u> 6A:32-12.2	School-level planning

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

Possible

<u>Cross References:</u>	*1100	Communicating with the public
	*1120	Board of education meetings
	*1230	School-connected organizations
	*1600	Relations between other entities and the district
	*2131	Superintendent
	*2240	Research, evaluation and planning
	*3542	Food service
	4010	Goals and objectives
	*4111	Recruitment, selection and hiring
	*4116	Evaluation
	*4131/4131.1	Staff development; inservice education/visitations/conferences
	*4211	Recruitment, selection and hiring
	*4231/4231.1	Staff development; inservice education/visitations/conferences
	*5113	Absences and excuses
	*5120	Assessment of individual needs
	*5124	Reporting to parents/guardians
	6000	Concepts and roles in instruction
	6011	Thorough and efficient/QEA
	*6140	Curriculum adoption
	*6141	Curriculum design/development
	*6142	Subject fields
	*6145	Extracurricular activities
	*6147	Standards of proficiency
	6152	Grouping
	*6156	Instructional planning/scheduling
	*6160	Instructional services and resources
	*6162.4	Community resources
	*6164.2	Guidance services
	*6164.4	Child study team
	*6171.1	Remedial instruction
	*6171.2	Gifted and talented
	*6171.4	Special education
	*6300	Evaluation of the instructional program

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