



New Jersey School Boards Association

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REPORT OF THE RESOLUTIONS SUBCOMMITTEE
ON
The Periodic Review of Positions and Policies on Education
and review of
Sections 6000 (Instruction) and
7000 (Construction, Remodeling, Renovation)
in accordance with GO/8700
By
Brandon J. Pugh, Chairperson
To the Semiannual Delegate Assembly
November 18, 2017

Review of Sections 6000 (Instruction) and 7000 (Construction, Remodeling, Renovation): In accordance with GO/8700 which directs the review of Association positions and policies on education according to certain standards/criteria, staff have reviewed all policies classified as part of the 6000 and 7000 sections of the NJSBA Manual of Positions and Policies on Education. Staff have identified those policies which require reaffirmation and those which require change including wording, amendment or deletion.

Policies Recommended for Reaffirmation: 41 policies were identified as still relevant and recommended for reaffirmation as written because the facts and philosophy remain current. These policies comprise List 1; copies of these policies follow List 1.

Recommendation: The Resolutions Subcommittee recommends approving reaffirmation of the 41 policies included in List 1.

Policies in Need of Change: 1 policy (File Code 6147) was in need of amendment due to outdated terminology. This policy comprises List 2. A copy of the policy follows List 2 in format indicating the original policy, with **deletions in {brackets}**, **additions underlined**, with the reason for the recommended change at the end of the policy.

The criteria/standards against which the policies were reviewed are:

- A. Is the policy still relevant to today's education system and operation?
- B. Does the policy provide a basic philosophy or overarching belief on an issue to guide the actions of the Association?
- C. Does the policy address only a portion of a complex issue and not provide the comprehensive guidance necessary for thorough Association action?
- D. Has the action requested in policy been wholly or partially accomplished through legislative or State Board Action?
- E. Will a change to the policy affect any other policy area?
- F. Is the intent of this policy more appropriately addressed in another policy area?

Recommendation: The Resolutions Subcommittee recommends approval of the proposed changes to the 1 policy included in List 2.



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PERIODIC REVIEW OF POSITIONS AND POLICIES ON EDUCATION

REVIEW OF SECTIONS 6000 AND 7000

INSTRUCTION/CONSTRUCTION, REMODELING, RENOVATION

POLICIES RECOMMENDED FOR REAFFIRMATION WITHOUT CHANGES

FILE CODE	TITLE
6000	Concepts and Roles in Instruction
6111	School Calendar
6112	School Day
6114	Emergencies and Disaster Preparedness
6115	Ceremonies and Observances
6140	Curriculum Adoption
6141	Career Education
6141.1	Experimental/Innovative Programs
6142	Subject Fields
6142.1	Family Life Education
6142.2	English Language Learner; Bilingual/Bicultural
6142.4	Health and Physical Education
6142.5	Travel & Exchange Programs
6142.10	Technology
6142.12	Career Education
6144	Controversial Issues
6145.2	Interscholastic Competition

PERIODIC REVIEW OF POSITIONS AND POLICIES ON EDUCATION
 Review of Section 6000 – Instruction and 7000 – Construction, Remodeling, Renovation
 Policies recommended for reaffirmation without changes (continued)

FILE CODE	TITLE
6146	Graduation Requirements
6146.2	Promotion/Retention
6151	Class Size
6153	Field Trips
6154	Homework/Makeup Work
6160	Instructional Services and Resources
6161.1	Guidelines for Evaluation and Selection of Instructional Materials
6164.1	Intervention and Referral Services for General Education Pupils
6171	Special Instructional Programs
6171.1	Remedial Instruction
6171.2	Gifted and Talented
6171.3	Economically Disadvantaged and Title 1
6171.4	Special Education
6172	Alternative Educational Programs
6174	Summer School/Weekend Classes
6178	Early Childhood Education/Preschool
6200	Adult/Community Education
7000	Concepts and Roles in Construction, Remodeling and Renovation
7110	Long-Range Facilities Planning
7115	Developing Educational Specifications
7200	Designing/Architectural/Engineering Services
7300	Financing
7420	Contracts
7440	Protection and Guarantees

Commitment to Quality Education

- A. **The NJSBA believes** all children should receive the highest quality education.
- B. **The NJSBA believes** that the federal and state governments and local school boards should provide the resources necessary to advance student academic success and close achievement gaps.
- C. **The NJSBA believes** that local boards of education should adopt policies that promote the success of all students by supporting effective practices in curriculum, school culture, management and organization.
[Authority: DA 6/79-32, DA 6/93 SR, DA 11/02-SR, DA 11/07- SR, DA 11/12-SR, DA 5/17-CR (Task Force on Student Achievement), DA 11/17-SR]

Shared Services

The NJSBA believes that districts should be encouraged to share or consolidate personnel and related services. This would include, but not be limited to, alternative school programs, gifted and talented services at all grade levels, prekindergarten programs, and shared classes to provide programs and expand curricular offerings. *[Authority: DA 11/95-CR Shared Services, DA 11/97 SR, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Cross References: 1430 State and national units
1500 Relations between area, county, state, regional and national associations and the district
9300 Governance

Key Words: quality, shared services

POSITIONS AND POLICIES ON EDUCATION

School Calendar

FILE CODE

6111

Extended School Year

- A. The NJSBA believes** that, after ensuring that their current instructional time is used to its maximum efficiency, boards should evaluate the benefits of extended school year programs. Each board should have the right to enter into an extended school-year program without suffering economic disadvantage. *[Authority: DA 12/70-CR (School-Year), DA 12/82-CR (Urban Education), DA 11/97-SR]*
- B. The NJSBA further believes** that additional state aid should be provided to local districts to operate educational facilities on a year-round basis or for days in excess of the state established minimum school year. *[Authority: DA 5/72-12; BD 11/84-CR (Extended School Year), DA 11/97-SR, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Cross References: 3220 State funds
6112 School day

Key Words: calendar, extended school year, aid

Ensuring Maximum Use of Instructional Time

- A. The NJSBA believes** that local policies should ensure the maximum and optimal use of instructional time. To that end, local policies should support: the examination of districts' current use of available instructional time; the elimination of practices that disrupt or dilute the amount of instructional time; the implementation of procedures and strategies that will improve both the efficiency and effectiveness of that time; and the possibilities of a longer school day.
- B. The NJSBA believes** that before school districts consider an addition of student days to the school calendar, they should ensure: that the existing school year is fully used for instruction; that no scheduled school day represents less than the minimum of four hours of "actual school work;" and that the number of half-day sessions is kept to a minimum. *[Authority: BD 11/84-CR Extended School Year; DA 12/82-CR Urban Education; DA 12/83-1; DA 11/97-SR, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Cross Reference: 6111 School calendar

Key Words: instructional time, calendar, school day

POSITIONS AND POLICIES ON EDUCATION
Emergencies and Disaster Preparedness

FILE CODE

6114

School Cancellations

The NJSBA believes that the opening and closing of public schools is a matter best determined by local boards of education. State government, including but not limited to the State Board of Education, should not mandate the closing of public schools except for state holidays, or reasons of health and public safety. Options in lieu of closing should be provided to local boards of education that can be adapted to meet local conditions. *[Authority: DA-12/73-A1, DA 6/93-SR, DA 11/97-SR, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Cross References: 3516 Safety
5141 Health
5142 Pupil safety

Key Words: emergencies, closing, cancellations

POSITIONS AND POLICIES ON EDUCATION

Ceremonies and Observances

FILE CODE

6115

Flag Salute

The NJSBA believes all local boards of education and county school boards associations should begin their business meetings with the salute and pledge of allegiance to the United States flag as a regular order of business. *[Authority: DA 12/80-16, DA 11/97-SR, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Periods of Silence or Meditation

The NJSBA believes a period of silence or meditation should not be mandated in public schools. *[Authority: DA 6/81-31, DA 11/97-SR, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Observance of Commemorative Days

- A. **The NJSBA believes** particular exercises for the observance of commemorative days in public schools should be left to the discretion of local boards of education.
- B. **The NJSBA believes** that a free and public education would not be possible without the sacrifices of the men and women who served and fought for our country and those who died to preserve our democracy. Pupils should be made aware of the contributions of our military veterans and the significance of Memorial Day and Veterans Day.
- C. **The NJSBA believes** that New Jersey schools, on or about election days should be encouraged to provide lessons on civic responsibility in a democracy and the importance of exercising those hard earned rights.
- D. **The NJSBA believes** that, because Veterans Day is a Federal and State holiday enacted for observance and commemorative expression of our Veterans' sacrifices, public schools are encouraged to consider all means of observing this holiday, including the possibility of closing school. This would provide the opportunity for students and staff members to participate in these commemorative events. *[Authority: DA 6/81-23, DA 11/97-SR, DA 11/02-SR, DA 11/07-1, DA 11/07-SR, DA 5/08-1, DA 11/08-1, DA 11/12-SR, DA 11/17-SR]*

Cross Reference: 9321 Time, place, notification of meetings

Key Words: ceremonies, flag salute, commemorative

Mandated Curriculum and Programs

- A. **The NJSBA believes** that neither the state nor federal government should mandate any new or expanded school curricula, activity, or program unless a compelling need, including its educational value, has been demonstrated.
- B. **The NJSBA believes** that categorical funding at the 100% level should be provided annually for each mandated program and activity required to be provided by school districts, and that districts shall not be required to maintain and continue these programs and activities in the absence of categorical funding. Once qualified for categorical aid, districts should remain eligible for a minimum period of time to allow the establishment and operation of required programs with minimal disruption and prevent abrupt shifts in state aid from one year to the next. *[Authority: DA 1/80-A; DA 1/80-1; DA 6/83-2; DA 12/83-4; BD 11/84 CR (Extended School Year); BD 4/94; DA 6/88-19 & 19A; BD 10/91; DA 11/98-CR (School Finance); DA 12/91-CR QEA; DA 11/97-SR, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Cross References:	3000	Concepts and roles in business and noninstructional operations
	6000	Concepts and roles in instruction
	6141	Curriculum design/development
	6141.1	Experimental/innovative programs
	6142	Subject fields
	6142.1	Family life education
	6142.2	English as second language; bilingual/bicultural
	6142.4	Physical education and health
	6142.9	Arts
	6142.10	Technology
	6142.12	Career education
	6147	Standards of proficiency

Key Words: Curriculum, mandate, funding, aid

Study Skills and Classroom Behavior Curriculum

The NJSBA believes that study skills, critical thinking and problem solving should be stressed at all levels of the curriculum. *[Authority: DA 12/82-CR Urban Education, DA 12/83-1, DA 11/97 SR, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Media Literacy Programs

- A. **The NJSBA believes** that the establishment of a media literacy program in elementary and secondary schools will serve to reduce violent behavior by teaching students the difference between reality and fiction and the consequences of violent behavior.
- B. **The NJSBA believes** that institutions of higher education should include media literacy training as part of the teacher preparation program. *[Authority: DA 11/99-ER (A), DA 11/02-SR, DA 11/07- SR, DA 11/12-SR, DA 11/17-SR]*

Cross References: 6140 Curriculum adoption
6141.1 Experimental/innovative programs

Key Word: study skills, behavior, media literacy

POSITIONS AND POLICIES ON EDUCATION
Experimental/Innovative Programs

FILE CODE

6141.1

Implementation of Innovative Programs

The NJSBA believes that local boards of education should ensure that their policies on innovative programs provide a process to monitor their implementation. This includes careful review of their rationale and plans prior to implementation, participation by affected staff in the planning, and evaluation of the impact by objective observers. *[Authority: 12/82-CR Urban Education, DA 11/02-SR, DA 11/07- SR, DA 11/12-SR, DA 11/17-SR]*

Cross References: 6140 Curriculum adoption
6141 Curriculum design/development

Key Words: innovative, programs

POSITIONS AND POLICIES ON EDUCATION

Subject Fields

FILE CODE

6142

Elementary/Middle School Curriculum

The NJSBA believes that the elementary/middle school curriculum should foster an enthusiasm for learning and the development of the individual's abilities. The curriculum should provide a sound base for study in high school and later years in such areas as English language development and writing, computational and problem solving skills, science, social studies, foreign language, and the arts. [Authority: DA 12/83-1, DA 11/97-SR, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]

World Language Curriculum

The NJSBA believes that it is desirable that students achieve proficiency in a world language because study of a world language introduces students to non-English-speaking cultures, heightens awareness and comprehension of one's native tongue, and helps serve the Nation's needs in commerce, diplomacy, defense, and education. [Authority: DA 12/81-1, DA 11/97-SR, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]

High School Curriculum

- A. **The NJSBA believes** that the teaching of language arts in high school should equip graduates to comprehend, interpret, evaluate, and use what they read; write well-organized, effective papers; listen effectively and discuss ideas intelligently. This should include knowledge of our literary heritage, including an examination of how it enhances imagination and ethical understanding, and how it relates to the customs, ideas, and values of today's life and culture.
- B. **The NJSBA believes** that the teaching of mathematics in high school should equip graduates to understand algebraic and geometric concepts; understand elementary probability and statistics; apply mathematics in everyday situations; and estimate, approximate, measure, and test the accuracy of their calculations. Mathematics curricula at the high school-level should include instruction appropriate for college-bound and non-college-bound students.
- C. **The NJSBA believes** that the teaching of science in high school should provide students with an introduction to the concepts, laws, and processes of physical and biological sciences; the methods of scientific inquiry and reasoning; the application of scientific knowledge to everyday life; and the social and environmental implications of scientific and technological development. High school science courses should address the needs of college-bound and non-college-bound students.
- D. **The NJSBA believes** that the teaching of social studies in high school should be designed to enable students to understand their places and possibilities within the larger social and cultural structure; to understand the broad sweep of both ancient and contemporary ideas that have shaped our world; understand the fundamentals of how our economic system works and how our political system functions; and grasp the difference between free and repressive societies. [Authority: DA 12/83 – 1, DA 11/97-SR, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]

Subject Fields (continued)

6142

Cross References: 6140 Curriculum adoption
6141 Curriculum design/development
6142.4 Physical education and health
6142.9 Arts
6146 Graduation requirements
6147 Standards of proficiency

Key Words: curriculum, high school

POSITIONS AND POLICIES ON EDUCATION

Family Life Education

FILE CODE

6142.1

Family Life Curriculum

- A. **The NJSBA believes** that family life curricula should adequately prepare adolescents to deal with their emerging sexuality in order to reduce the rate of adolescent pregnancy in this state, and that pregnancy prevention is targeted at adolescent boys and girls.
- B. **The NJSBA believes** that, while abstinence is the only method of insuring 100 percent prevention from pregnancy and infection from sexually transmitted diseases, the ultimate content of the Family Life curricula should remain a local board decision in consultation with the district's Family Life Education advisory council. *[Authority: DA 6/89-CR (Early Childhood Education), BD 4/95; DA 11/97-SR, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Teacher Certification

The NJSBA believes that holders of any endorsement that requires training in areas related to family life education, such as certified school nurse, pupil personnel services, school social worker, and substance abuse coordinator should be authorized to teach the family life education curriculum. *[Authority: DA 12/88-8; DA 11/97-SR, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Cross References: 4112.2 Certification
6140 Curriculum adoption
6178 Early childhood education/preschool

Key Words: Curriculum, abstinence, family life, certification

POSITIONS AND POLICIES ON EDUCATION

Technology

FILE CODE

6142.10

Technology Curriculum

- A. **The NJSBA believes** that technology should be incorporated into the K-12 curriculum wherever it is appropriate. Students should be able to apply technology to personal, educational and work-related purposes. *[Authority: DA 6/94-CR Technology, DA 11/97-SR]*
- B. **The NJSBA believes** funding for distance learning is critical to modern curriculum development and increased opportunities for student achievement in a highly technological society. *[Authority: DA 11/95-CR Shared Services, DA 12/83-1, DA 5/01-3, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Internet Network

The NJSBA believes school districts should be connected to the Internet Network at a low, discounted cost. *[Authority: DA 11/95-CR Shared Services, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Education Technology

The NJSBA believes it is beneficial to keep its membership informed of advances in educational technology and shall continue to publish a column in *School Leader* devoted to technology, featuring exemplary programs, funding for technology and technology education. *[Authority: DA 11/95-CR Shared Services, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Leadership for Technology Use

The NJSBA believes it is important that the New Jersey State Department of Education continue to disseminate plans and specifications for the various infrastructure options available for networking school buildings and for the transmission of voice, video and data throughout the school and community. *[Authority: DA 11/95-CR Shared Services, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Cross References: 3530 Insurance Management
6178 Early Childhood Education/Preschool

Key Words: technology, curriculum, Internet, distance learning

POSITIONS AND POLICIES ON EDUCATION

Career Education

FILE CODE

6142.12

Career Education and Awareness

- A. **The NJSBA believes** that local boards of education should place emphasis on career awareness and supports integrating career education throughout the curriculum. *[Authority: DA 12/86- ER(C), DA 11/97-SR]*
- B. **The NJSBA believes** collaborative initiatives at the local and state level by business, labor and educational agencies will enhance career counseling and benefit youth. *[Authority: DA 6/81-CR (Vocational Education), DA 12/82-CR Urban Education, DA 11/97-SR, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Youth Unemployment

The NJSBA believes that it is important for the state to monitor the problem of youth unemployment in the state, particularly as it affects minority youth, and to recommend programs and policies to provide work for the state's youth. *[Authority: DA 12/82-CR Urban Education, DA 11/97-SR, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Vocational-Technical Education

- A. **The NJSBA believes** the state should fully fund all approved local vocational education, magnet and academy programs, including transportation costs. *[Authority: DA 6/81-CR Vocational Education, DA 11/97-SR]*
- B. **The NJSBA believes** in the monitoring and enforcement of vocational-technical education program standards and any new standards should be developed through consultation between vocational education agencies and the state officials responsible for developing these standards. *[Authority: DA 6/81-CR (Vocational Education), DA 11/97-SR]*
- C. **The NJSBA believes** that students should have access to a wide array of programs that promote career awareness and develop workplace readiness skills as well as trade and technical skills for specific career paths. Local boards of education, county vocational school boards of education and representatives from business and industry should work collaboratively to plan and develop and deliver programs that meet the needs of students in the most effective and efficient manner. Local districts should not be required to pay tuition to county vocational and technical high schools for programs which are duplicative and redundant to the programs at the local district. *[Authority: DA 11/97-5, DA 11/02-SR, DA 11/07-SR]*
- D. **The NJSBA believes** that county vocational school boards of education should have the ability to structure their admissions policies in a comprehensive holistic way, of which testing appropriate to the program is a component, but not the sole criteria for admission. The ultimate decision on admission should lie within the discretion of the county vocational school district. *[Authority: DA 5/12-1]*

- E. **The NJSBA believes** that the state should provide funding and support to local school districts to facilitate the development of career-readiness programs to assist students who are unable to attend county vocational programs, including revisions to the funding formula to reflect the increased per pupil cost for vocational education provided in the local high school. *[Authority: DA 5/12-1, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Cross References:

1600.1	School/business partnerships
3220	State funds
6146	Graduation requirements
6147	Standards of proficiency

Key Words: career education, unemployment, vocational, funding

Programs

- A. **The NJSBA believes** that English Language Learner curriculum should be an integral component of any bilingual program. *[Authority: DA 12/81-CR Bilingual; DA 11/97-SR]*
- B. **The NJSBA believes** that local boards of education should have flexibility in implementing alternative instructional approaches when they are unable to implement a bilingual education program. *[Authority: DA 12/81-CR Bilingual; DA 6/88-5; DA 12/89-4; DA 6/90-2; DA 11/97-SR]*
- C. **The NJSBA believes** that increased parental involvement in bilingual/ELL programs, including informed parental consent, should be supported. *[Authority: DA 12/81-CR Bilingual; DA 6/88-5; DA 12/89-4; DA 6/90-2; DA 11/97-SR]*
- D. **The NJSBA believes** that local school boards should have the ability to choose from a full array of state-approved programs (including full-time bilingual education) and whatever instructional approach is deemed most effective by the school board for educating LEP students in the school district. *[Authority: DA 5/98-8, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Funding

- A. **The NJSBA believes** that the federal government should provide the financial support for bilingual education to ensure that students of limited English proficiency are learning English and receiving equal educational opportunities. *[Authority: DA 12/81-CR Bilingual; DA 11/97-SR]*
- B. **The NJSBA believes** that bilingual education should be treated as part of a "thorough and efficient" education and that the state should pay for the full cost of bilingual programs. *[Authority: BD 11/74; DA 12/81-CR; DA 11/97-SR]*
- C. **The NJSBA believes** the state should provide funding for technical assistance and special programs of highly intensive instruction to school districts with large numbers of LEP students who are failing to meet the high school graduation standards. *[Authority: BD 11/74; DA 12/81-CR; DA 11/97-SR, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Cross References:

3220	State funds
3230	Federal funds
4112.2	Certification
5020	Role of parents/guardians
6140	Curriculum adoption
6146	Graduation requirements
6171.3	Economically Disadvantaged and Title 1

Key Words: curriculum, funding, bilingual

POSITIONS AND POLICIES ON EDUCATION

Health and Physical Education

FILE CODE

6142.4

Health and Physical Education Programs

The NJSBA believes in a well-articulated comprehensive health and physical education program that prepares all students to actively and effectively achieve and promotes lifelong wellness. Local boards of education should include health and physical education in their required courses for graduation. The amount that is required and its apportionment throughout any time period should not be mandated but rather, should be a matter of local prerogative. *[Authority: BD 1/84, DA 6/84-6, DA 12/87-2, DA 11/97-SR, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Cross References: 6140 Curriculum adoption
6142 Subject fields
6145.2 Interscholastic competition
6146 Graduation requirements

Key Words: health, physical education, mandate

POSITIONS AND POLICIES ON EDUCATION
Travel & Exchange Programs

FILE CODE

6142.5

Foreign Exchange Students

The NJSBA believes that the admission of foreign exchange students is a matter best determined by local boards of education. Foreign exchange students should not be considered residents of the school district for purposes of school attendance. *[Authority: DA 6/95-9, DA 11-97 – SR, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Key Words: foreign exchange, resident

Academic Freedom

- A. **The NJSBA believes** in the fundamental American right of freedom of speech, but also recognizes the need for local school district control over matters of particular sensitivity to individual school district communities. Because of the differing maturity levels of students at the various grade levels, care must be taken to ensure the appropriateness of instructional materials used in the classroom at all grade levels and in all subject areas.
- B. **The NJSBA believes** that classroom presentations on any controversial matter should include a review of diverse points of view, and that any expression of personal opinion should be so identified. NJSBA further believes that there is a need for greater academic freedom for teachers at the public secondary level (9-12) than at the public elementary level (preK-8).
- C. **The NJSBA believes** that the local board of education should serve as the final authority in determining the appropriateness of selected instructional materials at any grade level and in all subject areas, recognizing that there may be parental/community objections to any such material. *[Authority: BD 3/61, BD 1/71, BD 12/90, DA 11/97-SR, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Key Words: academic freedom, freedom of speech, controversial

Membership in Voluntary Organizations (NJSIAA)

The NJSBA believes in the importance of board of education membership in voluntary organizations that regulate the conduct of student activities between and among their members, such as the New Jersey State Interscholastic Association (NJSIAA). The shared experiences of student activities such as high school athletics provide fairness in competition, equal opportunity and valuable life lessons that benefit the individuals involved and the State as a whole. *[Authority: DA 6/78-14, 14a, DA 6/93-SR, DA 11/97, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Board of Education Role in Governance of NJSIAA

The NJSBA believes that local boards of education, which operate schools belonging to the New Jersey State Interscholastic Athletic Association (NJSIAA), should involve themselves in the governance of the NJSIAA. *[Authority: BD 9/80, DA 11/97-SR, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Interscholastic Athletic Officials

- A. **The NJSBA believes** that well-trained and physically fit sports officials improve the quality of interscholastic athletics, which, in turn, benefits student-athletes across New Jersey. In support of this belief, the NJSBA encourages the NJSIAA to require periodic physical examinations for continuing employment as a school athletic official.
- B. **The NJSBA believes** in the importance of the role of the New Jersey State Interscholastic Athletic Association (NJSIAA) in the testing, training and evaluation of present and prospective sports officials through their respective officials' chapters. The NJSBA supports a process that provides a structure to receive, evaluate and take action on complaints about officials involved in interscholastic athletic competitions. *[Authority: DA 6/86-1, DA 6/93-SR, DA 11/97-SR, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Cooperative Sports Programs

- A. **The NJSBA believes** in the importance of the New Jersey State Interscholastic Athletic Association's (NJSIAA) cooperative sports program that affords greater opportunities for students to participate in interscholastic sports when the student population of their school would not allow either the initiation of such a sport or its continuance.
- B. **The NJSBA believes** the NJSIAA should expand its cooperative sport program to include all interscholastic sports and all school districts experiencing declining enrollment patterns. *[Authority: DA 6/86-3, DA 11/97-SR, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Interscholastic Competition (continued)

6145.2

Cross References: 1430 State and national units
6142.4 Physical education and health
6145 Extracurricular activities
6171.4 Special education

Key Words: NJSIAA, athletics, sports

Early Graduation/Leaves of Absence

The NJSBA believes that local boards of education should adopt policy permitting students to accelerate their programs to graduate early, or take a leave from school to take paid employment when such employment will enable the student to develop skills needed for employment after graduation. *[Authority: DA 12/82-CR (Urban Education); DA 11/97-SR, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Differentiated Diplomas

The NJSBA believes that if the state initiates differentiated diplomas, there should be a standard and an advanced diploma. The advanced diploma should be awarded to students meeting higher state standards, in terms of concentrations of courses or more difficult courses rather than in terms of grades, in academics, vocational education, the arts, and other specialized fields. *[Authority: DA 12/89-CR (HSPT/Differentiated Diplomas; DA 11/97-SR, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Bilingual Program Graduation Requirements

The NJSBA believes that students in bilingual programs should be required to meet all State and district requirements and standards for graduation. *[Authority: DA 10/78-CR Graduation Requirements; DA 12/81-CR Bilingual, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Fine Arts, Performing Arts, Practical Arts and Vocational Arts Curriculum

- A. **The NJSBA believes** that the high school curriculum should make fine arts, performing arts, practical arts and vocational education classes available to students.
- B. **The NJSBA believes** that in recognition of the importance of the arts, the requirement of one year of fine, practical, or performing arts should be continued as long as the state mandates course requirements for graduation. *[Authority: DA 12/83-1, DA 12/86-ER (A), DA 11/97-SR, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Cross References:	6140	Curriculum adoption
	6142	Subject fields
	6142.12	Career education
	6142.2	English as a second language, bilingual/bicultural
	6142.4	Physical education and health
	6147	Standards of proficiency
	6171.1	Remedial instruction
	6171.2	Gifted and Talented

Key Words: graduation, diploma, bilingual, arts, vocational,

POSITIONS AND POLICIES ON EDUCATION
Promotion/Retention

FILE CODE

6146.2

Promotion Policies

The NJSBA believes that local school boards should establish strong policies regarding promotion standards, with consideration given to discipline, attendance, homework, grades and other essentials of effective schooling. *[Authority: DA 12/83-1, DA 11/97-SR, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Cross References: 5113 Absences and excuses
5131 Conduct/discipline
6146 Graduation requirements
6154 Homework/makeup work

Key Words: promotion, retention

POSITIONS AND POLICIES ON EDUCATION

Class Size

FILE CODE

6151

Class Size

The NJSBA believes that boards should periodically examine all policies and practices relating to class size, pull-out programs, and ability grouping to ensure that they produce effective learning methods.

[Authority: DA 12/82-CR (Urban Education); DA 11/97-SR, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]

K-2 Education Initiative

- A. **The NJSBA believes** that students will benefit from a reduced class size.
- B. **The NJSBA believes** the state and federal government should provide school districts with adequate funds to ensure the facilities, equipment, technology and staffing necessary to reduce class size.
[Authority: DA 11/00-8, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]

Cross References: 5145.4 Equal educational opportunity
3220 State funds
3230 Federal funds

Key Words: class size, funds

POSITIONS AND POLICIES ON EDUCATION

Field Trips

FILE CODE

6153

Contributions for Student Trips

The NJSBA believes that boards of education should be permitted to accept contributions for expenses incurred for board-approved student field trips. *[Authority: DA 12/77-22; DA 6/93-SR; DA 6/83-16; DA 11/97-SR, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Cross References: 3541.1 Transportation routes and services
 3541.31 Privately owned vehicles
 5020 Role of parents/guardians

Key Words: field trips, expenses

POSITIONS AND POLICIES ON EDUCATION

Homework/Makeup Work

FILE CODE

6154

Homework

The NJSBA believes that local boards of education should establish clear policies for meaningful homework at all grade levels. *[Authority: DA 12/82-CR (Urban Education); DA 11/97-SR, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Cross References: 3220 State funds
6147 Standards of proficiency

Key Words: homework

POSITIONS AND POLICIES ON EDUCATION
Instructional Services and Resources

FILE CODE

6160

Curricular Materials

The NJSBA believes that purchasers of curricular materials should be provided with a wide array of consumer information on available programs and products to assist them in making informed selections.

[*Authority: DA 12/82-CR Urban Education, DA 12/93-1, DA 11/97-SR, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR*]

Cross References: 1600 Relations between other entities and the district
1600.1 School/business partnerships
6161.1 Guidelines for evaluation and selection of instructional materials

Key Words: curriculum, consumer

POSITIONS AND POLICIES ON EDUCATION
Guidelines for Evaluation and Selection of
Instructional Materials

FILE CODE

6161.1

Weight of Textbooks

The NJSBA believes that the excessive weight of many textbooks carried by students could be detrimental to students' health and safety and that publishers should be encouraged to consider this issue. [Authority: DA 5/01-4, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]

High Quality Curricular Materials

The NJSBA believes that instructional materials should be rigorous in content and should be updated and upgraded often to reflect advances in technology in appropriate curriculum areas, the best scholarship in each discipline, and the latest research in learning and teaching. Funds should also be available to encourage developers of curricular materials to address the unique needs of diverse student populations. [Authority: DA 12/83-1, DA 11/97-CR Special Education, DA 11/97-SR, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]

Cross References: 6141.1 Experimental/innovative programs
6142.10 Technology
6160 Instructional services and resources
6171.4 Special education

Key Words: textbooks, curriculum, materials

School Climate

- A. **The NJSBA believes** that the State should promote and fund school district efforts to investigate methods to ensure that students receive personalized attention, where appropriate, in an effort to prevent feelings of alienation and friendlessness. *[Authority: DA 11/99-ER (A), DA 11/02-SR, DA 11/07-SR, DA 11/12-SR]*
- B. **The NJSBA believes** that local districts should promote school climates that embrace the inclusion of all students of all abilities in all aspects of district programming and services. The State should provide the necessary funding, including transportation and IEP-managed support services, to promote inclusive climates and practices. *[Authority: DA 5/14 (Special Education Task Force), DA 11/17-SR]*

Teacher-Mentor Programs

The NJSBA believes that teacher-mentor matchmaker programs are beneficial and may assist students in receiving the support, guidance and tutoring that will help them succeed. Boards of education should consider establishing teacher-mentor matchmaker programs. *[Authority: DA 11/99-ER(A), DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Early Intervention Programs

The NJSBA believes that programs providing support services for elementary school students with behavioral problems could reduce the need to later classify these students as emotionally disturbed. *[Authority: DA 5/99-15, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Cross Reference: 5119 Transfers
5131.5 Vandalism/Violence

Key Words: climate, mentor, tutoring, early intervention

POSITIONS AND POLICIES ON EDUCATION
Special Instructional Programs

FILE CODE

6171

Community Service Programs

- A. The NJSBA believes** that local school districts should design ways for students to enrich their own educational experiences by performing community services and should grant academic credit, where appropriate, for participation in educationally sound community service projects.
- B. The NJSBA believes** that boards of education should establish programs that provide support services to students whose behavior indicates they would benefit from such assistance. *[Authority: DA 12/82-5, DA 11/99-ER(A), DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Cross References: 6140 Curriculum adoption
6141 Curriculum design/development

Key Words: community service

State Graduation Requirements and Remedial Programs

The NJSBA believes boards of education should provide remediation or special attention to all students who fail to meet local and/or state high school graduation requirements and proficiency standards. Remediation should begin as early as possible. The State should assume its fair share of the cost of these remedial programs. *[Authority: DA 10/78-CR (Graduation Requirements), DA 11/97-SR, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

After School Busing for Remedial Instruction

The NJSBA believes that the state should provide transportation aid for reimbursement of after-school busing services for remedial instruction. The State should provide transportation funding for all students of all abilities in order to more fully participate in district after school programs. *[Authority: DA 12/86-2, DA 12/90-12, DA 11/97-SR, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 5/14 (Special Education Task Force), DA 11/17-SR]*

Cross References: 3220 State funds
3541.1 Transportation routes and services
6146 Graduation requirements

Key Words: graduation, remedial, busing, transportation aid

Services and Programs

- A. **The NJSBA believes** in providing educational opportunities that address the needs of gifted and talented students on both a state and local level. *[Authority: DA 12/83-1, DA 6/85-9, DA 1/80-4, DA 11/97-SR]*
- B. **The NJSBA believes** state and federal resources should be available to support development and implementation of local programs for the gifted and talented. Categorical aid should be provided on a current-year basis. *[Authority: DA 12/83-1, DA 6/85-9, DA 6/77-19, DA 12/81-CR (Urban Education DA 11/97-SR)]*
- C. **The NJSBA believes** local boards of education should be reimbursed for the costs of transporting gifted and talented students attending consortium and cooperative educational programs during the school day. *[Authority: DA 6/79-2, DA 6/80-2, DA 6/93-SR, DA 11/97-SR]*
- D. **The NJSBA believes** college course curriculum should include integrated course content, practicum, and student teaching experience which deals with gifted and talented students. *[Authority: DA 12/75-CR (Special Education), BD 6/79, DA 11/97-CR (Special Education), DA 11/97-SR, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Cross References:	3000	Concepts and roles in business and noninstructional operations
	3220	State funds
	3541.1	Transportation routes and services
	6141	Curriculum design/development
	6171.4	Special education
	4112.2	Certification

Key Words: gifted and talented, aid, transportation

Aid to Economically Disadvantaged Students

- A. **The NJSBA believes** aid for students who are economically disadvantaged should be maintained as a flexible source of funding for programs designed to prevent low income students from failing or dropping out of school, and for measures that will enable these students to succeed as citizens and as workers when they enter the adult world.
- B. **The NJSBA believes** aid to school districts for students who are economically disadvantaged should be listed in the state budget as a social assistance aid program that is administered through school districts, rather than as a part of state aid to education.
- C. **The NJSBA believes** the Legislature should develop additional measures for determining whether students are economically disadvantaged. *[Authority: DA 12/91-CR (QEA)]*
- D. **The NJSBA believes** that districts should receive aid based on the number of pupils who are economically disadvantaged, as well as those with poor academic performances as demonstrated on state mandated assessments. No ceiling on the number of pupils so identified should be established by the Department of Education or the Legislature. *[Authority: DA 6/80-CR (Compensatory Education), DA 12/81-CR (Bilingual), DA 12/81-CR (Urban Education); DA 12/90-12; DA 12/91-CR (QEA)]*
- E. **The NJSBA believes** the state should conduct a study of the actual cost of providing quality programs for economically disadvantaged and bilingual students and should base additional funding for these programs on the results of the study. *[Authority: DA 12/91-CR (QEA), DA 11/97-SR, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Cross References:	3230	Federal funds
	6142.2	English as a second language, bilingual/bicultural
	6142.6	Basic skills
	6171.1	Remedial instruction

Key Words: aid, economically disadvantaged

IDEA Funding

The NJSBA believes that the federal Individuals with Disabilities Education Act (IDEA) should be fully funded at its authorized threshold of 40 percent of the cost of special education. *[Authority: DA 12/80-2, DA 11/97-CR (Special Education), DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Federal and State Funding

- A. **The NJSBA believes** that New Jersey's system of financing public education should enable all local school districts to provide appropriate public educational opportunities for all of New Jersey's educationally disabled students without unduly burdening local taxpayers.
- B. **The NJSBA believes** that the State should fund 100 percent of the costs of all required special education services in excess of a district's regular education per pupil amount. Excess cost funding for special education should be excluded from the spending growth limitation calculation. The State's excess cost system for State aid for special education should include prior approval procedures and appropriate monitoring.
- C. **The NJSBA believes** that State aid for special education should be calculated on a current year basis.
- D. **The NJSBA believes** that State reimbursement for the actual cost of providing transportation for special education students should be provided on a current year basis.
- E. **The NJSBA believes** that State aid for special education should "follow the student" to whatever school district is required to provide special education services for that student. In the alternative, the school district receiving State aid for special education services for a student shall reimburse the school district providing such services. If State aid for special education cannot "follow the student," the State should provide the additional funds necessary to provide special education services.
- F. **The NJSBA believes** that the State should provide an emergency interest-free loan fund to which school districts may apply when unanticipated special education costs threaten a district's ability to provide a T&E education to all of its students.
- G. **The NJSBA believes** that State aid should be available for extended academic year special education programs.
- H. **The NJSBA believes** that the State should provide for a second child count date in the second semester of the school year.
- I. **The NJSBA believes** that the State should provide funding for the identification and provision of programs and services for children with educational disabilities ages 3-5.

- J. **The NJSBA believes** that all New Jersey educationally disabled students should be provided an appropriate public education within New Jersey, and, where possible, within the regular school environment. When residential placements of educationally disabled students are necessary:
1. The State should assume all non-instructional costs for students placed in residential facilities;
 2. A school district's residential placement instructional cost responsibility should be limited to no more than two times the district-wide per pupil costs for the preceding school year;
 3. The State should assume full financial responsibility for the residential costs of court-mandated institutionalizations. *[Authority: DA12/68-21, DA 12/72-CR (Urban Education), DA 12/72-CR (Special Education), DA 5/73-CR (Special Education), BD 11/74, DA 6/78-20, DA 1/79-10, DA 1/80-23,25, DA 12/81-CR (Urban Education), DA 12/83-17, DA 6/84-12, DA 12/88-5,5A,6, DA 12/90-11, BD 10/91, DA 12/91-3, DA 12/91-CR(QEA), DA 6/92-4, DA 12/94-5, DA 11/97-CR (Special Education), DA 11/99-4, DA 5/00-CR (Joint Committee)]*
- K. **The NJSBA believes** that federal and state law should specifically prohibit any court, administrative body or other entity from requiring a school board or state located within the United States to provide for a child's education, residential cost or the cost of any other service provided outside the United States. *[Authority: DA 11/03-4, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Tuition Costs

- A. **The NJSBA believes** the district responsible for paying the special education costs for pupils placed by the Division of Developmental Disabilities (DDD) in any alternate living arrangement to be the district of residence of the parents or legal guardian until the pupil reaches the age of 21.
- B. **The NJSBA believes** that a school district that receives special education students from another school district should be able to set its tuition rate as accurately as possible, without unnecessary state bureaucratic limitations.
- C. **The NJSBA believes** that public schools should receive fair consideration in determining their special education tuition rates. Private schools for the disabled should have the same tuition rate calculations and procedures and non-allowable costs as do public schools. *[Authority: DA 6/87-13, DA 11/97-CR (Special Education), DA11/97-SR, DA 5/98-9, DA 5/02-SR, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Medicaid Reimbursement

The NJSBA believes that the Medicaid reimbursement split between the State of New Jersey and local school districts should not be skewed toward the State. *[Authority: DA 12/94-12, DA 11/97-CR (Special Education), DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Shared Services

- A. **The NJSBA believes** interagency programming and collaboration should be encouraged to meet the diverse needs of educationally disabled students. Health and other special service agencies should bear the costs of non-education-related services.

- B. **The NJSBA believes** that districts should have the flexibility to contract with each other, intermediate units and private providers in an effort to provide child study team services in the most efficient manner possible. *[Authority: DA 11/95-CR (Shared Services), DA 11/97-CR (Special Education), DA 5/01-SR, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Teacher Certification and Professional Development

- A. **The NJSBA believes** that, prior to certification, all teachers should complete an appropriate educational program on understanding the nature and needs of students eligible for special education and related services.
- B. **The NJSBA believes** the State should require that teacher preparation programs have, as part of their curriculum, content in adapting curriculum, instruction, and assessment to meet the needs of all learners in the inclusive classroom. Pre-service teachers should have ample opportunity to learn and apply the instructional methods associated with multiple intelligences, multi-sensory instruction, differentiated instruction, intensive instruction, Universal Design for Learning, curriculum-based assessment, and assistive technology. Pre-service teachers should be equipped to establish learning environments that maximize attention and learning through the careful application of positive behavior supports and effective communication. Further, teacher preparation programs for pre-service teachers earning the Pre-Kindergarten through 3rd grade or the elementary education (K-6) certifications should include content in teaching students with reading disabilities. *[Authority: DA 5/14 (Special Education Task Force)]*
- C. **The NJSBA believes** that all currently certified teachers should be required, as part of their continuing professional development, to participate in in-service programs related to special education students and programs. *[Authority: DA 12/75-CR (Special Education), DA 11/97-4, DA 11/97-CR (Special Education), DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Regulatory Equivalency and Waiver for Special Education Rules and Regulations

The NJSBA believes that school districts should have flexibility in meeting special education requirements. Flexibility should be available as either a waiver or equivalency to a specific rule so that school districts can provide effective and efficient special education programs. *[Authority: DA 12/84-A, DA 11/97-CR (Special Education), DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Transportation of Special Education Pupils

The NJSBA believes that school districts that provide inter-district transportation to educationally disabled children should have the flexibility to solicit bids for that transportation in a manner that is most cost-efficient to the school district, including but not limited to a per pupil, per vehicle or per mileage basis. *[Authority: DA 12/83-15, DA 11/97-CR (Special Education), DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Records of Educationally Disabled Students

The NJSBA believes that records of educationally disabled students should be maintained, accessed, transferred and destroyed in the same fashion as those of non-disabled students. *[Authority: DA 12/86-8, DA 11/97-CR (Special Education), DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Early Identification/Intervention

The NJSBA believes that early identification and provision of suitable educational programs for educationally disabled children, age birth to five, reduces educational deficiencies and permits earlier and easier transfer into the regular classroom setting. *[Authority: DA 12/68-21, DA 5/73-CR (Special Education), BD 11/74, DA*

1/80-25, DA 12/81-CR (Urban Education), DA 6/89-CR (Early Childhood Education), DA 11/97-CR (Special Education), DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR

Awareness of Needs of Educationally Disabled

The NJSBA believes in the importance of increasing awareness of the needs of educationally disabled students and their parents at all levels; state, county and local. [Authority: DA 12/85-CR ESC Study, DA 11/97-CR (Special Education), DA 11/12-SR, DA 11/17-SR]

Parental Involvement

The NJSBA believes in the importance of parental involvement. All special education delivery agencies--including local and special purpose school districts, intermediate units and operational arrangements--should establish policies, bylaws, rules or operational guidelines creating advisory councils or other appropriate mechanisms designed to foster parental participation in agency affairs. [Authority: DA 12/85-CR (ESC Study), DA 11/97-CR (Special Education), DA 11/12-SR, DA 11/17-SR]

Interscholastic Competition - Disabled Students

The NJSBA believes that the New Jersey State Interscholastic Athletic Association (NJSIAA) is in the best position to determine how to provide interscholastic competition for disabled students on a local, regional and/or statewide basis, consistent with legal mandates of the Americans with Disabilities Act and congruent with the financial restrictions on local school districts. [Authority: DA 12/93-4, DA 11/97-CR (Special Education), DA 11/12-SR, DA 11/17-SR]

Private Schools for Students with Disabilities

The NJSBA believes that owners, boards of directors and administrators of Private Schools for Students with Disabilities should be subject to the same standards of accountability as local school board members and chief school administrators including, but not limited to, those standards concerning anti-nepotism, criminal background checks, and filing of School Ethics Act disclosure statements. [Authority: DA 5/14-CR (Special Education), DA 11/17-SR]

Burden of Proof

The NJSBA believes that the burden of proof and the burden of production in special education disputes should be placed on the party initiating the litigation. [Authority: DA 12/16-1, DA 11/17-SR]

Cross References:	1400	Relations between other governmental agencies and the district
	1430	State and national units
	3220	State funds
	3230	Federal funds
	3240	Tuition income
	3324.1	Contracts
	3541.1	Transportation routes and services
	4112.2	Certification
	4131.1	Inservice education/visitations/conferences
	5020	Role of parents/guardians
	5118	Nonresidents
	5125	Pupil records
	5131	Conduct/discipline
	6111	School calendar

6141.1 Experimental/innovative programs
6142.12 Career education
6145.2 Interscholastic competition
6178 Early childhood education/preschool

Key Words: special education, funding, IDEA, transportation, certification,

POSITIONS AND POLICIES ON EDUCATION
Alternative Educational Programs

FILE CODE

6172

Home Schooling

- A. **The NJSBA believes** that the rights of parents to have their children educated at home, implicitly authorized under the Compulsory Education Law, N.J.S.A. 18A:38-25, must be balanced with the state's authority and responsibility to ensure that all children receive a thorough and efficient education. In exercising their right to provide home schooling, parents should assume the responsibility to ensure that the instruction given at home is equivalent to that provided in the public schools.
- B. **The NJSBA believes** that parents should be required to submit the names of school-age children being taught at home to the local school district in order to avoid questions regarding compliance with the Compulsory Education Law.
- C. **The NJSBA believes** that, while local boards of education should be encouraged to work cooperatively with home-schooling families, school districts should not have the burden of making determinations of instructional "equivalency." Local school board responsibility should be limited to notifying the New Jersey State Department of Education of the names of district students who have been reported to be home schooled and to filing complaints against parents/guardians who fail to comply with their Compulsory Education Law responsibilities. *[Authority: DA 6/95-CR (Home Schooling), DA 11/97-SR, DA 5/02-SR, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Dropouts

- A. **The NJSBA believes** in the importance of effective dropout prevention measures.
- B. **The NJSBA believes** that it is essential to maintain accurate information on the student dropout problem in New Jersey and to determine methods of improving the collection and reporting of accurate data on dropouts. *[Authority: DA 12/82-CR (Urban Education), DA 11/97-SR, DA 5/02-SR, DA 11/02-SR, 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Cross References: 1430 State and national units
5114 Suspension and expulsion
5131 Conduct/discipline

Key Words: home schooling, dropouts

POSITIONS AND POLICIES ON EDUCATION
Summer School/Weekend Classes

FILE CODE

6174

Summer School and Weekend Classes

- A. **The NJSBA believes** boards should be permitted to charge fees to pupils attending non-credit or credit summer, weekend, advanced, and enrichment programs. NJSBA further believes that districts should assume the cost for those students who do not have the ability to pay. *[Authority: DA 5/64-2; DA 12/77-8, 8a, DA 11/97-SR, DA 5/10-1]*
- B. **The NJSBA believes** the state should provide partial support for approved summer school programs. *[Authority: DA 5/68-4, DA 12/72-28, DA 12/77-8b, BD 11/84-CR (Extended School Year); DA 11/02-SR; 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Cross References: 1420 County and intermediate units
3220 State funds

Key Words: summer school, weekend, fees

POSITIONS AND POLICIES ON EDUCATION

Early Childhood Education/Preschool

FILE CODE

6178

Full-Day Kindergarten

- A. **The NJSBA believes** that full-day kindergarten programs benefit students. Technical assistance from the Department of Education and financial incentives including state funds for program planning, staff development, and renovation or construction of suitable kindergarten classrooms should be made available to districts seeking to convert from a half-day to full-day program.
- B. **The NJSBA believes** that full-day kindergarten programs should be developmentally appropriate.
- C. **The NJSBA believes** that full-day kindergarten should not be mandated by the State unless state funds are provided to meet the need for necessary additional facilities and staff.
- D. **The NJSBA believes** that full-day kindergarten programs should be supported under the T&E budget and the state funding formula should apply the same per-pupil cost weight for full-day kindergarten programs that is used for the elementary grades 1-5. *[Authority: DA 6/89-CR (Early Childhood Education), DA 11/97-SR, DA 5/01-2, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Early Childhood Development and Education

- A. **The NJSBA believes** that healthy development begins during the pre-natal period and that education begins at birth. Ideally, every child during the early childhood period (commonly defined as birth through age eight) should be provided with a continuum of developmental experiences that will enable him/her to grow and learn to his/her potential. In order to promote a positive and inclusive climate, these programs should embrace the inclusion of all students of all abilities.
- B. **The NJSBA believes** that the development of a comprehensive system of early childhood programs and services is a wise investment of public and private funds that will likely produce long-term educational and social dividends.
- C. **The NJSBA believes** that early childhood development and education should be a priority issue in the state and the nation. State, county, and local structures should be developed through which all education, health, and social welfare agencies work together to provide appropriate programs for young children and their parents.
- D. **The NJSBA believes** that the public schools can play an important role in the development of a comprehensive system of early childhood development and education through partnerships with other agencies and organizations that offer family-focused programs and services for young children and their families. School leaders should actively participate as members of community coordination bodies and state, county, and regional panels convened to plan and provide support for services to children and families.
- E. **The NJSBA believes** that programs that provide medical and nutritional services for mothers and infants in at-risk populations can result in healthier babies and avert later educational problems.

- F. **The NJSBA believes** that the smooth transition between early intervention programs and school-based preschool programs can be facilitated by adequate articulation between program administrators, teachers, and parents.
- G. **The NJSBA believes** that appropriate school staff (i.e., counselor, nurse, social worker) should be assigned the responsibility for planning collaboration of the child and family services in schools.
- H. **The NJSBA believes** that parents are children's "first teachers" and supports programs that through joint sponsorship of schools, community groups and social service agencies provide parenting education and aid to young parents.
- I. **The NJSBA believes** that federal and state funding should be available to support child development programs for parents of children in the first three years of life; address the need for more trained early childhood professionals in early childhood education; and provide services for at-risk children under the age of three and their families. *[Authority: DA 6/89-CR (Early Childhood Education), DA 11/97-SR, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 5/14 (Special Education Task Force), DA 11/17-SR]*

Preschool Programs

- A. **The NJSBA believes** that the development of age-appropriate preschool programs for three- and four-year olds that include full-day care for children of working parents should be encouraged. Programs should provide an environment that is racially and culturally integrated and allows for the inclusion of children with physical and mental disabilities with their peers in the general education environment.
- B. **The NJSBA believes** that preschool programs should provide for the recognition of cultural and language diversity and efforts should be made to hire staff that can reflect the ethnic and cultural heritage of the children being served.
- C. **The NJSBA believes** that preschool staff should have an understanding of the emotional needs of young children and be knowledgeable about school and community resources available to families to meet identified needs.
- D. **The NJSBA believes** that preschool programs can be improved through the collaborative efforts of the public schools and community-based programs, including joint staff training opportunities and program articulation. Local school districts should be encouraged to work with community groups, institutions of higher education and the corporate sector to develop partnerships targeted to the delivery of quality preschool programs.
- E. **The NJSBA believes** that preschool education should not be mandated by the State unless state funds are provided to meet the need for necessary additional facilities and staff. *[Authority: DA 6/89-ER (Early Childhood Education), DA 11/97-SR, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 5/14-3, DA 5/14 (Special Education Task Force), DA 11/17-SR]*

Primary Grades (Pre- Kindergarten through Grade Three)

- A. **The NJSBA believes** that a statement of philosophy, objectives, and principles for early childhood programs should be developed at the district and school level to provide a framework for development of policies, curriculum, instructional materials, program assessment, staff development and teacher evaluation.

Early Childhood Education/Preschool (continued)

6178

- B. **The NJSBA believes** that education programs for 4- to 8- year olds should be regularly evaluated to ensure that the quality and effectiveness of the classroom environment is consistent with exemplary early childhood practices.
- C. **The NJSBA believes** that primary grades (pre-kindergarten through grade three) should be structured to provide a continuum of educational experiences for young children through cooperative planning by teaching teams and coordination of activities.
- D. **The NJSBA believes** that the State Department of Education should make available staff training and technical assistance to local school districts so that teachers, administrators, board of education members, and parents are able to recognize and articulate developmentally appropriate practices and be able to structure early childhood programs according to accepted practices. *[Authority: DA 6/89-CR (Early Childhood Education), DA 11/97-SR, DA 11/02- SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Child Care

- A. **The NJSBA believes** that school-based before/after school programs can help meet the childcare needs of working parents. Local boards of education should be encouraged to work with municipal government, community-based groups and agencies, and parents to form partnerships that allow for the assessment of childcare needs; collaborative planning, and delivery of comprehensive services to make optimum use of all available resources.
- B. **The NJSBA believes** that state and federal incentives should be available to fund the development of child care programs that target high-need populations such as infants of adolescent parents and young children with disabilities.
- C. **The NJSBA believes** that boards of education should work with social service agencies and other school districts to develop childcare programs that meet the needs of adolescent parents. *[Authority: DA 6/89-CR (Early Childhood Education), DA 11/97-SR, DA 11/02-SR 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Administration of Early Childhood Programs

- A. **The NJSBA believes** that an early childhood education unit should exist within the department of education and should be sufficiently staffed to provide local boards of education with on-going technical assistance; staff training; research information, and successful program models, and to coordinate early childhood efforts with the department of human services. *[Authority: DA 6/89-CR (Early Childhood Education), DA 11/97-SR]*
- B. **The NJSBA believes** that the department of education should provide technical assistance to local boards of education to enable them to expand and improve their early childhood programs. Assistance should include pre-service and in-service training for teachers and administrators; program design, implementation, and evaluation techniques; and identification of developmentally appropriate practices.
- C. **The NJSBA believes** the commissioner of education and the State Board of Education should have the benefit of a state-level advisory committee to advise them on early childhood policies, programs, and legislation. Representation on the advisory committee should include NJSBA, other statewide child advocacy organizations, Head Start agencies, local school districts, community-based programs, and parents.

Early Childhood Education/Preschool (continued)

6178

- D. **The NJSBA believes** that school districts should be permitted to provide programs using a blend of

{5/14} 11/17

funding streams, including federal, state and local monies. Private sources of funding should be sought from foundations and the corporate sector. Federal and state funding should be available to support early childhood education programs and to enable school districts to build or renovate facilities for early childhood education and child care programs.

- E. **The NJSBA believes** that boards of education should explore all options for providing facilities suitable for early childhood programs. Options should include, but not be limited to, unused elementary and high school classrooms, under-utilized public community-based facilities, and shared facilities with other school districts.
- F. **The NJSBA believes** that on-going public awareness activities should emphasize: current demographic information related to young children and their families, the impact of unresolved social problems on the education system; the educational and social benefits of good quality, comprehensive early childhood development programs; and the need for creativity in early childhood education planning. *[Authority: DA 6/89-CR (Early Childhood Education), DA 6/90-CR (Early Childhood Education), DA 11/97-SR, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Certification for Early Childhood Education

The NJSBA believes that teachers of young children should have the appropriate training, knowledge, and experience. An early childhood teaching certificate should be required for teachers of preschool through grade three.

The NJSBA believes that the State Board of Education should consider the development of an Early Childhood/Special Education Certificate. *[Authority: DA 6/89-CR*(Early Childhood Education), DA 11/97-SR, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Cross References:	1500	Relations between area, county, state, regional, and national associations and NJSBA
	1600	Relations between other entities and the district
	1600.1	School/business partnerships
	3220	State funds
	4112.2	Certification
	5020	Role of parents/guardians
	5134	Married/pregnant pupils
	5141	Health
	5142	Pupil safety
	5145.4	Equal educational opportunity
	6142.1	Family life education
	6171.4	Special Education

Key Words: early childhood, preschool, certification

Adult/Community Education

- A. **The NJSBA believes** in the importance of adult, continuing and community education, which can best be delivered in the public schools. These forms of education, including recreation and social enrichment programs, should be developed on a flexible basis around community needs and all segments of the local population.
- B. **The NJSBA believes in** the coordinated use of community agencies and facilities wherever possible, thus maximizing use of available facilities and eliminating duplication of services.
- C. **The NJSBA believes in** the establishment of advisory groups consisting of community members, under the direction of local boards of education, to assist in determining community needs for program development.
- D. **The NJSBA believes** adequate state and federal funding should be provided for these programs, as an integral part of a local district's educational system. *[Authority: BD 3/61, BD 6/62; BD 2/63, BD 1/71, DA 12/74-23, DA 12/75-CR (Adult Education), BD 11/74, BD 12/82-CR (Urban Education), DA 11/97-SR, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Cross References: 1000/1010 Concepts and roles in community relations; goals and objectives
3220 State funds
3230 Federal funds

Key Words: adult, community education

POSITIONS AND POLICIES ON EDUCATION

Concepts and Roles in Construction, Remodeling and Renovation

FILE CODE

7000

Affirmative Action School Construction

The NJSBA believes that equal employment opportunities in school construction projects should be afforded to all persons in accordance with all state and federal laws governing minority employment and affirmative action. *[Authority: DA 12/73-CR Minority Employment, DA 5/98-SR, DA 5/03-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Timely Review of School Construction Plans

The NJSBA believes that the New Jersey Department of Education should maintain the authority to approve school construction and to ensure that construction plans receive a thorough and timely review. There should be an enforcement mechanism if plan approval does not take place within a reasonable timeframe. This should balance the needs of district boards of education to obtain approval in a timely fashion, against the social and policy concerns of assuring that school buildings are educationally adequate and structurally safe. *[Authority: DA 12/85-9, DA 12/89-3, DA 5/98-SR, DA 5/03-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Pre-Kindergarten/Kindergarten Classrooms Requirements

The NJSBA believes that boards of education should not be required to install toilet facilities for pre-kindergarten and kindergarten classrooms when changes in use occur, or be held to a higher per pupil space requirement for pre-kindergarten classes as a result of rearrangement or reassignment of existing classroom facilities. *[Authority: DA 6/86-11, DA 5/98-SR, DA 5/03-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Exemptions From Construction Sanctions And Fees

- A. **The NJSBA believes** that boards of education should be exempt from the payment of fees and sanctions under the New Jersey Uniform Building Code. *[Authority: DA 12/88-10, DA 5/98-SR]*
- B. **The NJSBA believes** that boards of education should be exempt from all application, permit and site inspection fees. *[Authority: DA 12/84-12, DA 5/98-SR, DA 5/03-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Prevailing Wage Act Exemption

The NJSBA believes that boards of education should be exempt from the application of the New Jersey Prevailing Wage Act on every capital improvement project contract of less than fifty thousand (\$50,000.00) dollars. *[Authority: DA 5/71-11, DA 5/98-SR, DA 5/03-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Cross References:

1430	State and national units
2224	Nondiscrimination/affirmative action
6178	Early childhood education/preschool
7010	Goals and objectives
7115	Developing educational specifications
7300	Financing

Key Words: affirmative action, construction, prevailing wage

POSITIONS AND POLICIES ON EDUCATION
Long-Range Facilities Planning

FILE CODE

7110

Definition of Substandard Facilities

The NJSBA believes that in defining "substandard" facilities, the state should ensure safe and adequate facilities, without imposing arbitrary and unreasonable standards at great and unjustifiable expense to the taxpayers. *[Authority: DA 12/84-11, DA 5/98-SR, DA 5/03-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Developers' Responsibility for Impact Studies

The NJSBA believes that an applicant for a major subdivision development should be required to provide an educational facility impact study demonstrating the potential impact increased student enrollment will have on the local school district, and that such impact study should be submitted to the local board of education for consideration and comment to the planning board. *[Authority: DA 6/86-8, DA 5/98-SR, DA 5/03-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Low and Moderate Income Housing Requirements-Effect on Education

The NJSBA believes that with respect to assessing a municipality's statutory obligation to meet its fair share of low and moderate income housing, the impact that the housing assessment figure will have on the district's educational facilities and the district's ability to provide a thorough and efficient education, should be given equal consideration with any other adjustment factors. The amount of vacant and useable land considered available for residential purposes in the municipality should be proportionately reduced where additional land must be dedicated to educational facilities. *[Authority: DA 6/87-10, DA 5/98-SR, DA 5/03-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Cross References: 1430 State and national units
3516 Safety
5115 Attendance records; registers
7000 Concepts and roles in construction, remodeling and renovation
7115 Developing educational specifications
7300 Financing

Key Words: facilities, impact studies, housing

POSITIONS AND POLICIES ON EDUCATION
Developing Educational Specifications

FILE CODE

7115

Returning Former School Buildings to Use

The NJSBA believes in reasonable and flexible procedures to allow school districts to return former school buildings to use as long as the building has been determined to be safe and structurally sound.

[Authority: DA 1/79-16, BD 1/84, DA 5/98-SR, DA 5/03-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]

Cross References: 7110 Long-range facilities planning
7200 Designing/architectural/engineering services

Key Words: buildings

POSITIONS AND POLICIES ON EDUCATION
Designing/Architectural/Engineering Services

FILE CODE

7200

Construction Bidding Options

The NJSBA believes that boards of education should have several options in bidding on construction projects: to prepare separate bids for each branch of work in a construction project; to bid for a single contract for all the work and materials required; to use "fast-track" bidding on construction; or any workable combination thereof. *[Authority: DA 12/65-5, DA 6/79-21, DA 5/98-SR, DA 5/03-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Use of Architect or Engineer

The NJSBA believes that only certain circumstances warrant the requirement that plans and specifications for school facilities be prepared and approved by an architect and/or professional engineer. Statute and administrative code should establish specific criteria for those instances when the services of an architect and/or a professional engineer are necessary. *[Authority: DA 12/80-11, DA 5/98-SR, DA 5/03-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Cross Reference: 7115 Developing educational specifications

Key Words: construction, bidding, architect, engineer

POSITIONS AND POLICIES ON EDUCATION

Financing

FILE CODE

7300

Commissioner's Authority to Overrule Bond Proposal Defeat

The NJSBA believes the Commissioner of Education, upon application of the local board, should have the authority to overrule voter defeat of a bond proposal where the construction contemplated is necessary for the district to provide a thorough and efficient education. *[Authority: Executive Committee, February 11, 1981, DA 5/97-CR (School Finance), DA 5/98-SR, DA 5/03-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Developers' Impact Fees

- A. **The NJSBA believes** that developers should be required to contribute, in the form of separate impact fees, towards the cost of constructing the additional educational facilities necessitated by residents of a new development. *[Authority: DA 12/72-6, DA 5-73-CR Rapidly Growing Districts, DA 6/94-3, DA 5/97- CR (School Finance) DA 5/98-SR]*
- B. **The NJSBA believes** that the impact fees should be collected uniformly throughout the municipality, be kept locally and be applied exclusively to local school use. *[Authority: DA 12/72-6, DA 5-73-CR Rapidly Growing Districts, DA 6/94-3, DA 5/97-CR (School Finance), DA 5/98-SR]*
- C. **The NJSBA believes** that the impact fees should be segregated upon collection in a separate municipal account to be transferred to the school district's capital reserve or debt service account. A study should be done to determine how fees would be divided between schools and recreation groups. *[Authority: DA 12/72-6, DA 5-73-CR Rapidly Growing Districts, DA 6/94-3, DA 5/97- CR (School Finance) DA 5/98-SR, DA 5/03-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Lease-Purchase Agreements

- A. **The NJSBA believes** boards of education should be able to acquire school facilities through lease-purchase agreements, secured by a state sponsored reserve fund. *[Authority: DA 12/69- 8 DA 5/72-11, DA 12/89-CR (Lease Purchase) DA 5/97-CR (School Finance), DA 5/98-SR]*
- B. **The NJSBA believes** that lease obligation payments should be considered mandatory yearly appropriations, which would enhance their credit worthiness in the marketplace and thus reduce the costs associated with implementing a lease/purchase transaction. *[Authority: DA 12/69-8, DA 5/72-11, DA 12/89-CR (Lease Purchase), DA 5/97-CR (School Finance), DA 5/98-SR]*
- C. **The NJSBA believes** that in order to give boards of education parity with other governing bodies in obtaining funds for the construction of capital projects the vote on bond referendums should be eliminated, and in its place the same type of review and approval that currently controls lease/purchase agreements should be instituted. *[Authority: DA 12/69-8, DA 5/72-11, DA 12/89-CR (Lease Purchase) DA 5/97-CR (School Finance), DA 5/98-SR, DA 5/03-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Bond Banking

The NJSBA believes boards of education should be able to establish a bond bank or similar reserve, which would provide funds for school district construction and repairs. *[Authority: DA 12/73-CR Bond Bank, DA 5/97-CR (School Finance), DA 5/98-SR, DA 5/03-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Tax-Exempt Status of Bonds

The NJSBA believes there should not be any attempts to eliminate or modify the tax-exempt status of government bonds in a manner detrimental to school districts. *[Authority: DA 12/69-13, DA 6/85-A, DA 5/97-CR (School Finance), DA 5/98-SR, DA 5/03-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Extension of Time for Bond Anticipation Notes

The NJSBA believes boards of educations should be permitted to postpone the sale of permanent school bonds during times of unusually high interest rates, subject to appropriate safeguards. *[Authority: DA 12/81-2, DA 5/97-CR (School Finance), DA 5/98-SR, DA 5/03-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Additional School Building Aid

The NJSBA believes there should not be a limit on the additional school building aid school districts are eligible to receive for the payment of debt service. *[Authority: DA 5/73-CR Growing Districts, DA 5/97-CR (School Finance), DA 5/98-SR, DA 5/03-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Cross References:	1400	Relations between other governmental agencies and the district
	1430	State and national units
	3100	Budget Planning, Preparation and Adoption
	3210	Local funds
	3270	Sale, licensing and rental of property
	7110	Long-range facilities planning

Key Words: bonds, impact fees, lease-purchase

POSITIONS AND POLICIES ON EDUCATION
Contracts

FILE CODE

7420

Contractor Performance

- A. **The NJSBA believes** there should be a strong state program of contractor performance rating, with ratings updated at the completion of each contract with a board of education. Performance ratings should be made a part of each contractor's classification and noted on the contractor's prequalification affidavit. *[Authority: DA 5/74-17]*
- B. **The NJSBA believes** in the strong enforcement of statutes requiring boards of education to submit performance reports on contractors, and believes that the criteria for reclassification should be in accordance with the performance reports. *[Authority: DA 5/74-18, Reaffirmed with changes, DA 5/98-SR, DA 5/03-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Cross References:

3320	Purchasing procedures
3324.1	Contracts
7200	Designing/architectural/engineering services
7300	Financing

Key Words: contractor performance, ratings

POSITIONS AND POLICIES ON EDUCATION
Protection and Guarantees

FILE CODE

7440

Utility Tariffs

The NJSBA believes that a public entity should be prohibited from imposing any arbitrary change or requirement within its jurisdiction, upon a school board capital improvement, when such change or requirement is not required by appropriate state or local construction code. *[Authority: DA 11/97-2, DA 5/03- SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Key Words: utility tariffs



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PERIODIC REVIEW OF POSITIONS AND POLICIES ON EDUCATION

REVIEW OF SECTIONS 6000 AND 7000

INSTRUCTION/CONSTRUCTION, REMODELING, RENOVATION

POLICIES RECOMMENDED FOR REAFFIRMATION WITH CHANGES

FILE CODE	TITLE	SUBHEADING(S) RECOMMENDED FOR CHANGE
6147	Standards of Proficiency	Uniform Statewide Standards Statewide Testing Program Statewide Graduation Standards Schools-to-Work/Career Education

School Performance Indicators

- A. **The NJSBA believes** that local district policy should define a set of performance indicators to be used to monitor the quality of each school and that it is important for the State Department of Education to annually collect information from each district that provides the community with a profile of each school's performance on significant indicators.
- B. **The NJSBA believes** that the format for data should permit local boards of education and school officials to compare the performance of their schools to similar schools across the state or in selected districts. *[Authority: DA 12/82-CR (Urban Education) DA 11/97 SR, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Uniform Statewide Standards

- A. **The NJSBA believes** in uniform statewide standards as set out in the New Jersey {Common Core} Student Learning Standards. *[Authority: DA 5/76-18; DA 5/00-1, DA 11/97 SR, 6/93-SR, DA 5/00-1]*
- B. **The NJSBA believes** that efforts designed to ensure pupils meet these standards should:
1. Not cause undue hardship to students unable to meet them immediately.
 2. Require the provision of remedial programs (including during the summer) and appropriate evaluations for students failing to meet the standards;
 3. Be accompanied by State provision for the cost of both effective remediation, instructional materials and the professional development needed for improving the instruction necessary for that remediation. *[Authority: DA 5/76-18, DA 5/00]*
 4. Provide adequate time and flexibility to districts in the development and adoption of curriculum and hiring of staff. *[Authority: BD 10/02, DA 11/02-SR, DA 11/07-SR]*
- C. **The NJSBA believes** that multi-year financial assistance is needed to assist school districts in paying for the added costs associated with the successful implementation of these standards. *[Authority: DA 5/99-6 and 6A]*
- D. **The NJSBA believes** that the annual reporting to the public on progress of all students in meeting the New Jersey {Common Core} Student Learning Standards as measured by the statewide assessment system, in each subject area assessed, should use the baseline data obtained in the previous academic year in lieu of an absolute standard. *[Authority: DA 5/00-1, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Statewide Testing Program

- A. **The NJSBA believes** that a uniform statewide test or an alternative method of measurement should be used as the basic method of assessing whether students have met State and Federal standards.

- B. **The NJSBA believes** that early childhood programs and the assessment of these programs should be developmentally appropriate. *[Authority: DA 6/89-CR (Early Childhood Education), BD 3/90, DA 11/97 SR DA 5/00-1]*
- C. **The NJSBA believes** that assessments should:
1. Be an accurate, valid, and reliable measure of whether or not the student has mastered the New Jersey {Common Core} Student Learning Standards;
 2. Measure skills appropriate for graduation (i.e., those skills commonly considered essential for functioning as an adult in American society),
 3. Should provide the district, the schools and the teaching staff with information that can be used to identify the need for remedial intervention as well as identify the opportunity for advanced or accelerated work,
 4. Be designed to ensure that all students have the opportunity, assistance and incentives to meet the state's academic standards. *[Authority: DA 10/78-CR (Graduation Requirements); DA 12/83-1, DA 5/00-1, BD 3/90 DA 11/97-SR, DA 5/00-1, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Monitoring of Test Administration Procedures

The NJSBA believes it is important to:

1. Monitor the implementation of all statewide tests to assure that the impact on school districts is a positive one on both curriculum and educational gains of students.
2. Ensure effective implementation of assessments that are both statistically valid and reliable in accordance with testing procedures that are proven and established.
3. Ensure timely release of useful assessment information so that there can be meaningful remediation for students and appropriate professional development for the instructional strategies.
4. Require the provision of appropriate remedial re-evaluations for students failing to meet the standards.
5. Limit testing so as not to provide undue hardship to students or their instructional program.
[Authority: DA 12/85-1, DA 12/89-CR (HSPT/Differentiated Diplomas), DA 5/00-1, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]

Statewide Graduation Standards

- A. **The NJSBA believes** that local board policy should set local graduation requirements, and supports local control over graduation requirements. *[Authority: DA 5/99-1a & b. DA 11/97 SR]*

- B. **The NJSBA believes** that all students who meet local and State requirements for graduation should be granted a state-endorsed diploma, including special education students and students of limited English proficiency who meet the requirements of their individual IEP. *[Authority: DA 10/78-CR (Graduation Requirements); DA 1/80-A; DA 12/83-4; DA 12/85-1; DA 12/89-CR (HSPT/Differentiated Diplomas), DA 11/97 SR, DA 5/00-1]*
- C. **The NJSBA believes** that students who fail the {High School Proficiency Assessment (H.S.P.A.)} New Jersey Department of Education-approved high school proficiency assessment twice, should have the option of having an Individual Student Plan developed that will lead to marketable job skills and receive a state endorsed certificate that delineates the student's training. *[Authority: DA 6/85-CR (Proficiency Test), DA 12/89-CR (HSPT/Differentiated Diplomas), DA 5/00-1, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR]*
- D. **The NJSBA believes** the state should provide alternative methods of achieving state and federal requirements for graduation, not based only on standardized tests, such as the Alternate High School Assessment or portfolio assessment.
- The NJSBA further believes** that parents should have input into decisions regarding the methods of assessment used, but that the ultimate authority to decide these methods must rest with local boards of education. *[Authority: DA 5/16-1]*
- E. **The NJSBA believes** that local school boards should be permitted by statutory authority to mandate a compulsory education age beyond the mandatory compulsory age of 16. *[Authority: DA 5/16-2, DA 11/17-SR]*

School-to-Work/Career Education

- A. **The NJSBA believes** that districts should be allowed to address career awareness and education according to their own needs and should not specifically require the selection of a "career major" nor participation in a "structured learning experience" for both students and school districts.
- B. **The NJSBA believes** that the Workplace Readiness Standards should not be implemented until such time as the New Jersey {Common Core} Student Learning Standards and Assessments in Language Arts, Math, Science, Social Studies, World Languages, Performing Arts and Health and Physical Education are proven to be achievable, valid and reliable. *[Authority: DA 5/99-1 a & b Reaffirmed with Changes: DA 11/97-SR, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR]*

Assessment of Special Education Students

- A. **The NJSBA believes** that any state assessment system must take into consideration the impact it will have on students eligible for special education and related services, and the opportunity it affords those students to meet their full potential. Any State assessment system should reflect the following principles:
1. Special education students should be included.
 2. A district's accountability for the proficiency of special education students should be based on incremental progress against standards that take into account the special challenges faced by these students.
 3. Schools and districts should not be labeled in need of improvement based solely on the proficiency of special education students.
 4. Remedial action that may be required of a school or district because special education students did not achieve proficiency goals, should be directed exclusively at those students. *[Authority: DA 11/03-CR (Special Education), DA 11/02-SR, DA 11/07-SR, DA 11/12-SR]*

B. **The NJSBA believes** that, when assessing students with disabilities, federal and state authorities should adopt a flexible approach that will yield useful data on student growth and the effectiveness of the student's educational program. IEP teams should determine whether a student with disabilities takes the general education assessment or some alternative assessment based on the student's developmental and pedagogical progress, not necessarily on the student's chronological grade level. *[DA 5/17-CR (Special Education), DA 11/17-SR]*

Cross References: 1430 State and national units
5119 Transfers
6146 Graduation requirements
6147 Subject fields
6171.1 Remedial Instruction
6174 Summer schools

Key Words: graduation, standards, testing, assessment, special education

Rationale: Revisions reflect current terminology.