

6A:8-2.4 (Reserved)

Recodified to N.J.A.C. 6A:8-2.3 by R.2005 d.213, effective July 5, 2005.

See: 37 N.J.R. 833(a), 37 N.J.R. 2487(a).

Section was "Authority for requirement to establish early childhood education programs".

SUBCHAPTER 3. IMPLEMENTATION OF THE CORE CURRICULUM CONTENT STANDARDS

6A:8-3.1 Curriculum and instruction

(a) District boards of education shall ensure that curriculum and instruction are designed and delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the CCCS and shall ensure that appropriate instructional adaptations are designed and delivered for students with disabilities, for ELLs, for students enrolled in alternative education programs, and for students who are gifted and talented.

1. The Department shall provide district boards of education with Standards support materials that suggest a variety of activities and strategies that may assist in the development of local curricula aligned with the CCCS.

2. District boards of education shall encourage the active involvement of representatives from the community, business, industry, labor, and higher education in the development of educational programs aligned with the CCCS.

3. District boards of education shall be responsible for assessing and publicly reporting on the progress of all students in developing the knowledge and skills specified by the CCCS, including civics, financial literacy, and all content areas not currently included in the Statewide assessment program.

4. District boards of education shall be responsible for developing for all students with disabilities educational programs aligned with the CCCS with appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

5. District boards of education shall be responsible for identifying gifted and talented students and shall provide them with appropriate instructional adaptations and services.

i. District boards of education shall make provisions for an ongoing K-12 identification process for gifted and talented students that includes multiple measures.

ii. District boards of education shall provide appropriate kindergarten-through-grade-12 (K-12) educational services for gifted and talented students.

iii. District boards of education shall develop appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment.

iv. District boards of education shall take into consideration the Pre-K-Grade 12 Gifted Programming Standards of the National Association for Gifted Children in developing programs for gifted and talented students.

6. District boards of education shall actively assist and support professional development for teachers, educational services staff, and school leaders, including their efforts to meet mandatory professional development requirements specified in N.J.A.C. 6A:9-15 and 16.

i. District boards of education shall facilitate the development and implementation by school leaders of professional growth plans aligned with the requirements set forth at N.J.A.C. 6A:9.

7. District boards of education shall be responsible for developing for ELLs English language assistance programs that are aligned to the CCCS and the English language development standards.

(b) District boards of education shall be responsible for the delivery of educational programs at the elementary and secondary levels using a coherent sequence of activities to prepare all students for college and careers upon their graduation. Examples of such programs include, but are not limited to, academic programs, career and technical education programs, and/or magnet programs.

1. District boards of education shall implement educational programs that prepare all students for success in college and careers, including the kindergarten through grade eight development of academic skills integral to success in high school courses.

2. District boards of education of school districts that include students in at least two of the grades from six through 12 shall develop opportunities for personalization that strengthen relationships among students, teachers, staff members, families, and the larger community for students in grades six through 12.

(c) District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the CCCS, according to N.J.A.C. 6A:8-2.

1. District boards of education shall include interdisciplinary connections throughout the K-12 curriculum.

2. District boards of education shall integrate into the curriculum 21st century themes and skills.

3. District boards of education shall provide the time and resources to develop, review, and enhance inter-

disciplinary connections, supportive curricula, and instructional tools for helping students acquire required knowledge and skills. The tools include, but are not limited to:

- i. A pacing guide;
- ii. A list of core instructional materials, including various levels of texts at each grade level;
- iii. Benchmark assessments; and
- iv. Modifications for special education students, for ELLs in accordance with N.J.A.C. 6A:15, for students at risk of school failure, and for gifted students.

(d) District boards of education shall establish procedures whereby any student whose parent or guardian presents to the school principal a signed statement that any or part of the instruction in health, family life education, or sex education is in conflict with his or her conscience or sincerely held moral or religious beliefs shall be excused from that part of the course where such instruction is being given and, pursuant to N.J.S.A. 18A:35-4.7, no penalties shall result.

Amended by R.2002 d.357, effective November 4, 2002.

See: 34 N.J.R. 2916(a), 34 N.J.R. 3804(a).

In (a), added new 3, recodified former 3 and 4 as 4 and 5 with amendments in new 5 and recodified former 5 and 6 as 6 and 7.

Amended by R.2003 d.430, effective November 3, 2003.

See: 35 N.J.R. 2551(a), 35 N.J.R. 5077(a).

In (a), deleted former 4, recodified former 5 as 4 and rewrote the paragraph, and recodified former 6 and 7 as 5 and 6.

Amended by R.2005 d.213, effective July 5, 2005.

See: 37 N.J.R. 833(a), 37 N.J.R. 2487(a).

Rewrote (a); in (b), substituted "vocational-technical education" for "occupational/technical" following "academic programs" in the second sentence.

Amended by R.2009 d.234, effective July 20, 2009.

See: 41 N.J.R. 1302(a), 41 N.J.R. 2779(c).

In the introductory paragraph of (a), substituted "ELLs" for "students with limited English proficiency"; in (a)1, substituted "Standards support materials" for "curriculum frameworks"; in (a)3, inserted "civics, financial literacy, and all"; in the introductory paragraph of (a)6, updated the N.J.A.C. references; added (a)6i and (a)6ii; in (a)7, substituted "ELLs" for "limited English proficient students"; added (b)1 and (b)2; and added (c)1 through (c)3.

Amended by R.2013 d.144, effective December 16, 2013.

See: 45 N.J.R. 1323(a), 45 N.J.R. 2545(a).

Rewrote the section.

6A:8-3.2 Career education and counseling

(a) The Department shall conduct a pilot project and evaluation of Personalized Student Learning Plans beginning in the 2009-2010 school year.

(b) In fulfillment of the CCCS, district boards of education shall develop and implement a comprehensive and developmental system for the delivery of guidance and academic counseling for all students to facilitate career awareness, exploration, and preparation. The system shall:

1. Be linked to the CCCS;
2. Take into consideration the American School Counselor Association's National Standards for School Counseling Programs;

3. Be infused throughout the K-12 curriculum as appropriate for all students;

4. Be supported by professional development programs;

5. Provide developmental career guidance and academic counseling, linked to the CCCS, designed to:

i. Assist students in making and implementing informed educational and career choices, including opportunities to change career focus;

ii. Support students' academic attainment, career development, and personal/social development;

iii. Develop students' understanding of the relationships among academic attainment, career development, and personal/social development; and

iv. Encourage students to create and maintain portfolios consisting of student accomplishments including academic and career-oriented work samples that reflect achievement of the CCCS; and

6. Allow district boards of education to select the delivery format, which may include:

i. An integrated curriculum that is based on CCCS 9.1 through 9.4 and provides students the opportunity to acquire information about their career interests and/or take advanced courses linked to their career interests; and/or

ii. Specialized programs that reflect the needs of students and the community.

(c) For students with disabilities beginning at age 14, or younger if determined appropriate by the IEP team, district boards of education shall ensure that career guidance and academic counseling are coordinated with transition services provided in accordance with N.J.A.C. 6A:14-3.7.

(d) District boards of education, in fulfillment of the CCCS, shall develop and implement curriculum and instructional methods that:

1. Include the integration of technological literacy, consistent with the CCCS;

2. Provide all students with an understanding of the career applications of knowledge and skills learned in the classroom; and

3. Provide all students with opportunities to apply knowledge and skills learned in the classroom to real or simulated career challenges.

(e) District boards of education, in fulfillment of the CCCS, shall develop and implement for all students a system of career development activities that:

1. Offers all students the opportunity to more fully explore career interests within one or more of the Career

Clusters identified in the Career and Technical Education Programs and Standards rules at N.J.A.C. 6A:19, that are linked to CCCS and measured by the Statewide assessment system according to N.J.A.C. 6A:8-4;

2. Allows district boards of education to select the appropriate format for offering career-development activities based on district resources, community needs, and student interest;

3. Allows district boards of education to select the delivery format that may include:

i. An integrated curriculum, based on the CCCS, that provides students the opportunity to acquire information about their career interests and/or take advanced courses linked to their career interests; or

ii. Specialized programs that reflect the needs of students and the community; and

4. Instills the concept of the need for continuous learning throughout one's life.

(f) District boards of education shall offer all high school students opportunities to more actively explore career interests by participating in structured learning experiences linked to the CCCS.

1. Structured learning experiences should give students opportunities to demonstrate and apply a high level of academic attainment and to develop career and personal/social goals.

2. Interested students may voluntarily select structured learning experiences that are:

i. Co-curricular or extra-curricular activities; and

ii. Taking place within the school district, at a work site, or in the community in accordance with N.J.A.C. 6A:19-6.4.

3. District boards of education shall ensure students participating in school-sponsored, paid, or unpaid external structured learning experiences:

i. Are supervised by school personnel in accordance with N.J.A.C. 6A:9-13.19 through 13.22; and

ii. Conform to Federal and State law.

Amended by R.2005 d.213, effective July 5, 2005.
See: 37 N.J.R. 833(a), 37 N.J.R. 2487(a).

Rewrote the section.

Amended by R.2009 d.234, effective July 20, 2009.
See: 41 N.J.R. 1302(a), 41 N.J.R. 2779(c).

Added new (a); and recodified former (a) through (d) as (b) through (e).

Amended by R.2013 d.144, effective December 16, 2013.
See: 45 N.J.R. 1323(a), 45 N.J.R. 2545(a).

Rewrote the section.

6A:8-3.3 Enrollment in college courses

(a) District boards of education, pursuant to N.J.S.A. 18A:61C-1, shall make reasonable efforts to increase the availability of college-level instruction for high school students through courses offered by institutions of higher education at their campuses and in high schools. The credits shall be accepted at all public New Jersey higher education institutions pursuant to N.J.S.A. 18A:61C-8.

(b) District boards of education shall determine the eligibility of students to participate in college courses.

(c) District boards of education and partner colleges shall ensure that college courses offered to high school students are:

1. Equivalent to those offered to regularly admitted college students; and

2. Accepted toward both college degree and high school graduation requirements.

(d) District boards of education and partner colleges shall ensure that college courses for high school students are taught by college faculty with academic rank. Adjunct faculty and members of the district staff who have a minimum of a master's degree may also be included.

Amended by R.2005 d.213, effective July 5, 2005.

See: 37 N.J.R. 833(a), 37 N.J.R. 2487(a).

Rewrote (a); in (c), rewrote 1.

Amended by R.2013 d.144, effective December 16, 2013.

See: 45 N.J.R. 1323(a), 45 N.J.R. 2545(a).

In (a), substituted "The" for "These"; in (c)1, deleted "college courses" following "Equivalent"; and in (c)2, substituted "Accepted" for "College courses accepted".

6A:8-3.4 (Reserved)

New Rule, R.2001 d.182, effective June 4, 2001.

See: 33 N.J.R. 943(a), 33 N.J.R. 1912(a).

Amended by R.2005 d.213, effective July 5, 2005.

See: 37 N.J.R. 833(a), 37 N.J.R. 2487(a).

Rewrote the section.

Repealed by R.2009 d.334, effective November 2, 2009.

See: 41 N.J.R. 2530(a), 41 N.J.R. 4077(a).

Section was "Requirements for early childhood education programs".

SUBCHAPTER 4. IMPLEMENTATION OF THE STATEWIDE ASSESSMENT SYSTEM

6A:8-4.1 Statewide assessment system

(a) The Commissioner, in accordance with N.J.S.A. 18A:7A-10, may implement assessment of student achievement in the State's public schools in any grade(s) and by such assessments as he or she deems appropriate. The Commissioner shall report to the State Board the results of such assessments.

(b) The Commissioner shall implement a system and related schedule of Statewide assessments to evaluate student achievement of the CCCS.

1. The Commissioner, with the approval of the State Board, shall define the scope and level of student performance on Statewide assessments that demonstrate thorough understanding of the knowledge and skills delineated by the CCCS at grade levels three through 12.

2. After consultation with the Commissioner, the State Board shall establish by resolution uniform Statewide criteria defining adequate school district progress toward meeting the CCCS.

(c) District boards of education shall, according to a schedule prescribed by the Commissioner, administer the applicable Statewide assessments, including the six major components: the elementary assessment component for grades three through five; the middle school assessment component for grades six through eight, the HSPA, the AHSA and the APA for students with severe cognitive disabilities.

1. The Department shall implement the elementary component of the Statewide assessment of the CCCS consisting of the following:

i. Continued administration of mathematics and English language arts in grades three, four, and five, and of science in grade four.

2. The Department shall implement the middle school component of the Statewide assessment of the CCCS consisting of the following:

i. Continued administration of mathematics and English language arts in grades six, seven, and eight, and of science in grade eight.

3. The Department shall implement a high school assessment program component of the CCCS that assesses, at a minimum, English language arts, mathematics, and science.

(d) Pursuant to (b) and (c) above, all students at grade levels three through 12, and at any other grade(s) designated by the Commissioner pursuant to (a) above, shall take all appropriate Statewide assessments as scheduled.

1. District boards of education shall provide appropriate accommodations or modifications to the Statewide assessment system as specified by the Department for ELLs and students with disabilities as defined in N.J.A.C. 6A:14-1.3 or eligible under Section 504 of the Rehabilitation Act as determined by the IEP or 504 team.

i. District boards of education may administer the AHSA to ELLs in their native language, when available, and/or English, in conformance with N.J.A.C. 6A:8-5.1(f).

ii. District boards of education shall have the option for a first-year ELL of substituting a Department-approved language proficiency test only for the English language arts section of the elementary or middle school component of the Statewide assessment, when the student has entered the United States after July 1 of the calendar year prior to the test administration.

2. District boards of education shall ensure students with disabilities as defined in N.J.A.C. 6A:14-1.3 participate in Statewide assessments in accordance with N.J.A.C. 6A:14-4.10.

3. At specific times prescribed by the Commissioner, district boards of education shall administer the APA to students with severe disabilities who cannot participate in other assessments due to the severity of their disabilities.

i. The Department shall implement the APA according to the schedules in (c)1, 2, and 3 above.

ii. The APA measures the progress of students who have been determined eligible for the APA by the IEP team in accordance with N.J.A.C. 6A:14-4.10.

4. District boards of education shall administer following the 11th grade the AHSA to all students who have not demonstrated proficiency on one or more sections of the HSPA and/or to corresponding adult high school students. In implementing the AHSA process, district boards of education shall use only assessment instruments and procedures approved by the Commissioner.

(e) District boards of education shall be responsible for ensuring the security of all components of the Statewide assessment system.

Amended by R.2002 d.357, effective November 4, 2002.
See: 34 N.J.R. 2916(a), 34 N.J.R. 3804(a).

Rewrote the section.

Amended by R.2003 d.430, effective November 3, 2003.
See: 35 N.J.R. 2551(a), 35 N.J.R. 5077(a).

In (c), rewrote 1ii and deleted "continued" preceding "administration" in 1iii and (d)3ii deleted "and the Core Curriculum Content Standards for Students with Severe Disabilities".

Amended by R.2005 d.213, effective July 5, 2005.
See: 37 N.J.R. 833(a), 37 N.J.R. 2487(a).

Rewrote the section.

Amended by R.2006 d.315, effective September 5, 2006.
See: 38 N.J.R. 2253(a), 38 N.J.R. 3530(b).

In (d)2 and (d)3ii, updated the N.J.A.C. reference at the end.
Amended by R.2009 d.234, effective July 20, 2009.

See: 41 N.J.R. 1302(a), 41 N.J.R. 2779(c).

In (b)1, substituted "thorough" for "solid" and deleted "eight and 11 through" preceding "12"; rewrote (c); in the introductory paragraph of (d), deleted "eight and 11-" preceding "12"; in (d)1, substituted "ELLs" for "limited English proficient (LEP) students"; in (d)1i, substituted "AHSA" for "SRA" and "ELLs" for "LEP students" and inserted "; when available,"; in (d)1ii, substituted "ELL" for "LEP student" and "middle school" for "grade eight"; and in (d)4, substituted "AHSA" for "SRA" twice and inserted "; and to students failing to demonstrate proficiency on High School Competency Assessments required for graduation".

Amended by R.2013 d.144, effective December 16, 2013.
See: 45 N.J.R. 1323(a), 45 N.J.R. 2545(a).

Rewrote the section.