

POLICY

**NORTHVALE
BOARD OF EDUCATION
PROGRAM**

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2428.1 – STANDARDS-BASED INSTRUCTIONAL PRIORITIES

Standards-Based Instruction

The school district shall implement a coherent curriculum for all students, including English language learners (ELLs), gifted and talented students, and students with disabilities, that is content-rich and aligned to the Core Curriculum Content Standards (CCCS). The curriculum shall guide instruction to ensure every student masters the CCCS.

Instruction shall be designed to engage all students and modified based on student performance. The curriculum shall include: interdisciplinary connections throughout; integration of 21st century skills; a pacing guide; a list of instructional materials including various levels of text at each grade; benchmark assessments; and modifications for special education students, English language learners in accordance with N.J.A.C. 6A:15, and gifted students.

The school district shall collect and analyze student achievement data by subgroups (such as economically disadvantaged, race and ethnicity, students with disabilities, English language learners) and make educational decisions based on such data.

The school district shall:

1. Transmit required student, faculty, school, and school district data to New Jersey Standards Measurement and Resources for Teaching (NJ SMART), the New Jersey Department of Education's data warehouse, on a schedule and in a form specified by the Department of Education;
2. Use NJ SMART and its data query resources to track student progress year-to-year and school-to-school and to identify continuously enrolled students by school and school district;
3. Ensure teachers, school administrators, and central office supervisors receive training in NJ SMART and its data query resources;
4. Analyze assessments of student progress in relation to curricular benchmarks and the results of State and non-State year-end tests reported by subgroups (such as economically disadvantaged, race and ethnicity, students with disabilities, and English language learners).



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The school district shall ensure a free appropriate public education is available to all students with disabilities according to the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400 et seq., and N.J.A.C. 6A:14.

The school district shall provide English language learners with instructional services pursuant to N.J.A.C. 6A:15 and provide gifted and talented students with appropriate instructional services pursuant to N.J.A.C. 6A:8-3.1.

The school district shall provide library-media services that are connected to classroom studies, including access to computers, district-approved instructional software, appropriate books including novels, anthologies and other reference materials, and supplemental materials that motivate students to read in and out of school and to conduct research. The school district will provide these library-media services under the direction of a certified school library media specialist.

Secondary Education Initiatives

The school district shall develop a plan in 2008-2009 for implementing the secondary education initiatives specified in N.J.A.C. 6A:13-2.2(c) through (e) by the 2009-2010 school year, except that secondary school districts previously subject to N.J.A.C. 6A:10 and 6A:10A shall immediately comply with the secondary education initiatives specified in N.J.A.C. 6A:13-2.2(c) through (e).

The school district shall:

1. Provide instructional services, professional development, and other support to assist secondary schools with the implementation of the secondary education initiatives specified in N.J.A.C. 6A:13-2.2.
2. Create personalized learning environments that strengthen relationships among students, teachers, staff members, families and the larger community for students in grades six through twelve. These personalized learning environments may include:
 - a. Small learning communities in free-standing facilities or within larger facilities;



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- b. Ninth grade academies where freshman students remain together and are provided with a supportive environment to enhance their successful transition to high school;
- c. Student support systems where students are assigned an adult mentor or team of adults who know(s) them and can support student efforts in achieving goals and solving problems;
- d. Academies with a career focus;
- e. Multi-grade academies where students at various grade levels may remain with a core group of teachers for multiple years in an academy-type format which may be organized around a particular theme and involve interdisciplinary teaming; or
- f. Other practices for personalizing learning environments that strengthen relationships among students, teachers, staff members, families, and the larger community.

The school district shall implement academic coursework aligned to N.J.A.C. 6A:8-5.1 that prepares all students for success in postsecondary education and/or careers after graduation, including the development of academic skills integral to success in rigorous high school courses.

N.J.A.C. 6A:13-2.1; 6A:13-2.2

Adopted: December 10, 2018

