

Shared Services in School Districts

Review of NJSBA Policies and Positions on Education



New Jersey School Boards
Association

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Shared Services in School Districts: Review of NJSBA Positions and Policies

In this policy review, the Institute on Education Law and Policy has examined the New Jersey School Boards Association's Manual of Positions and Policies on Education and identified policies and position statements that (1) refer explicitly to shared services or school boards' collaboration with others, (2) address issues that are pertinent or potentially pertinent to shared services, or (3) could be amended or modified in some way to strengthen the stated position or more strongly encourage collaboration or sharing.

Each NJSBA policy or position statement that falls into any of the three categories above is reproduced here in its entirety, identified by the file code and title assigned by NJSBA. Portions of each policy or position statement that refer explicitly to shared services are printed in **red**. Suggested additions and modifications are printed in **blue**.

NEW JERSEY SCHOOL BOARDS ASSOCIATION POSITIONS AND POLICIES ON EDUCATION

File code 1000/1010 Community Schools

The NJSBA believes there should be a **collaborative partnership between home, community, social service agencies and school** to provide quality educational opportunities for all children. Examples of partnerships may include child care programs, prenatal care and counseling for teenage parents, and recreational and educational programs in the evenings and weekends.

In support of this belief, NJSBA will encourage the development of community schools and support financial and technical assistance to districts to develop community schools. *[Authority: DA-12/82 CR - Urban Education, DA-6/95-SRJ]* **NJSBA also will encourage collaboration in the form of joint purchasing and shared services between boards of education and community organizations and social service agencies.**

**NEW JERSEY SCHOOL BOARDS ASSOCIATION
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File Code 1414

District Cooperation With Local Government Units

- A. The NJSBA believes that school districts' sharing of services with municipal and county governments can benefit all parties and should be encouraged and facilitated.**

- B. The NJSBA believes that the State departments and agencies should encourage sharing of services by providing technical assistance, and the paying of financial incentives directly to participation school districts, and municipal and county governments. *[Authority: DA 11/02-4]***

In support of these beliefs, NJSBA will:

Encourage increased school district, municipality and county cooperation including, but not limited to, joint purchasing, shared services and insurance. *[Authority: DA 12/91-CR QEA, DA 11/95 CR Shared Services]*

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File Code 1420 Cooperative Arrangements

The NJSBA believes that the current variety of cooperative and regional service delivery arrangements support local boards of education in their mission of providing a thorough and efficient education to their students. These cooperative arrangements do not diminish the local board responsibility for the needs and rights of students and parents. *[Authority: DA 12/85-CR ESC Study, DA 11/95-CR Shared Services]*

Intermediate Units

A. **The NJSBA believes that each school district should have access to an intermediate unit (educational services commission or jointure commission) that provides coordination of services to all districts in an area without regard to county boundaries. The State Department of Education should ensure that all services offered by intermediate units are efficient and cost effective and provide the broadest range of services possible to districts within their area.** *[Authority: DA 11/95-CR Shared Services]*

B. The NJSBA believes there should be reasonable and practical requirements for the governance of intermediate units that fairly and equitably represent the interests and participation of all its members.

The State Board of Education should establish intermediate units as Limited Purpose Local Education Agencies (LPLEAs) that are responsible to the State Department of Education and County Superintendent of Schools to the same extent as all public school districts. *[Authority: DA 11/95-CR Shared Services, DA 12/85-CR ESC Study, DA 6/88-CR Designation of Intermediate Units as LEA's, DA 10/79-CR Regionalization, DA 6/81-24, DA 6/83-A, DA 6/84-A]*

NJSBA Relations with County Offices

A. The NJSBA believes that the county offices of the State Department of Education provide needed services and support to local districts and should be entirely funded by the state.

B. The NJSBA believes that the county offices should expand their responsibilities to districts to include offering expertise and technical assistance in the areas of budget review (as related to the educational program), program review, **opportunities for joint purchasing and shared services**, special education, vocational education and adult, continuing community education. *[Authority: BD 11/74, DA 6/78-12, DA 6/93-SR, DA 11/95-CR Shared Services.* In support of this belief, NJSBA will:

Seek the establishment of a special education databank in each county office that would provide information to local child study teams on available services in the county. *[Authority: DA 6/78-12, DA 6/93-SR, DA 11/95-CR Shared Services]*

Seek the establishment of a shared-services databank in each county office.

NEW JERSEY SCHOOL BOARDS ASSOCIATION POSITIONS AND POLICIES ON EDUCATION

File Code 1430 Federal Role in Education

A. The NJSBA believes that it is the responsibility of the federal government to identify national interests in education and to assist in the funding of those identified interests. The role of the federal government should be to provide leadership in issues of national consequence that states and localities alone are unlikely to be able to meet, such as, protection of constitutional and civil rights for students and school employees; collection, analysis and reporting of national education statistics, and provision of general information about education.

B. The NJSBA believes that the federal government, in cooperation with the states and local communities, should help meet the needs of key groups of students such as the gifted and talented, the socioeconomically disadvantaged, minority and language minority students, immigrants, migrant children, and those with disabilities.

C. The NJSBA believes the authority for the management of public schools should remain with local boards of education. Federal authority over school districts should not exceed the scope necessary to meet nation goals and fulfill the mandate for a thorough and efficient system of free public education. Federal authorities should give local districts the flexibility necessary to achieve the objectives and goals of federal education programs while maintaining local control. *[Authority: DA 11/02-3]*

In support of these beliefs, NJSBA will:

1. Support federal funding for federally mandated programs and incentives to local districts to develop programs of national interest. *[Authority: DA/12/83-1, BD 4/93, DA 11/00-CR School Finance]*
2. Support federal and state financial incentives to encourage interagency cooperation to promote early intervention programs for at-risk children; including prenatal care for pregnant teens; substance abuse prevention; parent and staff training; preschool programs and child care services; and health screening for infants and preschoolers. *[Authority: DA 6/89-CR Early Childhood Education]*

State Role in Education

A. The NJSBA believes the authority for management of public schools should rest with local boards of education and State authority over school districts should not exceed the scope necessary to fulfill the constitutional mandate for a thorough and efficient system of free public education. *[Authority: DA 10/78-CR Graduation Requirements, DA 6/80-A, DA 6/93-SR, DA 6/95-SR]*

B. The NJSBA believes the State Department of Education has the right to intervene in the management of a local school district on certain statutory grounds but only after due process procedures have been followed and criteria established to return to local control.

C. The NJSBA believes in due process procedures that include: an opportunity for the local board to submit a remedial plan of its own, in lieu of formal intervention by the State; a plenary hearing at which the State has the burden of proof to establish need for State intervention and to delineate planned corrective measures; and process guidelines and timeframes for withdrawal of the State and return of control to the local board of education. *[Authority: BD 1/81, DA 6/95-SR, BD 1/01]*

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D. The NJSBA believes in the appointment by the State Legislature of an independent overseer of the Department of Education's implementation of its corrective action plan. *[Authority: BD 1/01]*

E. The NJSBA believes that all rules, regulations, and guidelines governing local boards of education should be submitted for open public review and approval of the State Board of Education and implementation of state regulations should be consistent with officially adopted rules. *[Authority: DA 12/82-8, DA6/93-SR, DA 6/97-7]*

F. The NJSBA believes that the Commissioner of Education should be appointed by the Governor upon the recommendation of the State Board of Education and with the advice and consent of the Senate and should serve at the pleasure of the Governor during the Governor's term of office. *[Authority: 6/79-6, BD 10/82, DA 6/93-SR, DA 6/96-SR]*

G. The NJSBA believes that the term of office for State Board of Education members should be four years and appointments to the State Board of Education should be made using a set of selection criteria that includes demonstrated commitment to public education, a capacity to understand issues, and a willingness to devote the time necessary for active involvement. *[Authority: DA 12/80-4]*

H. The NJSBA believes that it should work with the state department of education and other state associations to identify models of shared management services through the consolidation of administrative positions; and encourage districts to explore the sharing of management services by consolidating positions which could include but not be limited to the chief school administrator, business administrator, curriculum supervisors and special education supervisor. The state department of education should establish guidelines to ensure protection for participating districts and personnel. *[Authority: DA 11/95-CR Shared Services]*

NJSBA Political Action Committee

The NJSBA believes that the establishment of an Association Political Action Committee would not be beneficial and that board of education members can better affect the political process by communicating with government decision makers through their state and county Associations and through their own individual efforts. *[Authority: DA 10/78-CR PAC Feasibility, DA 6/93-SR]*

Initiative and Referendum Legislation

The NJSBA believes that the representative democracy, which has served New Jersey and the United States so well for two hundred years, is the best means of law making for the future. The Association opposes dilution of representative democracy by creation of an initiative and referendum system in the state. *[Authority: BD 3/86, DA6/86-A]*

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File Code 1600

Development of Child Care Programs and Services

The NJSBA believes local boards should form partnerships with municipal government, community-based groups and agencies, and parents in order to provide for periodic assessment of the community's child care needs. Where appropriate collaborative planning and delivery of comprehensive child care services should be made available.

State and federal incentives should be made available to school districts that develop child care programs that target high need populations such as infants of adolescent parents and handicapped youngsters. Technical assistance should be made available through the collaborative efforts of the department of education and the department of human services to enable school districts to develop needed child care services. *[Authority: DA 6/89-CR Early Childhood Education]*

Informal Agreements

The NJSBA believes that voluntary, informal agreements to share programs and services to enhance educational opportunity between entities is in the best interest of the students, the school and the community. *[Authority: DA 10/79-CR Regionalization, DA 6/93-SR, 11/95-CR Shared Services]*

Public and Higher Education Cooperation

The NJSBA believes that public education will benefit from cooperative programs with institutions of higher education, for example, in the areas of advanced courses for students and professional development. *[Authority: DA 12/91-CR QEA]*

Reduction of Greenhouse Gas Emissions

The NJSBA believes that the state, business and public entities, including schools, should support efforts to protect the resources and systems that support us today so that they will be available to future generations. All reasonable efforts to implement voluntary programs and initiatives to accomplish the reduction of greenhouse gas emissions should be supported. *[Authority: DA 11/01-1]*

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File Code 2000

Responsibilities of the Board of Education

A. The NJSBA believes that two of the most significant responsibilities of the board of education are the hiring of a chief school administrator and annually reviewing the performance of the chief school administrator in implementing the district's educational goals, vision and direction.

B. The NJSBA believes the board of education should annually review the performance of the board secretary concerning the functions where he/she directly reports to the board. [*Authority: DA 11/03-ER(A)*]

Leadership Effectiveness of Superintendents and Principals

The NJSBA believes that principals and superintendents must play a crucial leadership role in developing school and community support and school boards must provide them with professional development and other support required to carry out their leadership role effectively. [*Authority: DA 12/83-1*]

The Position of Chief School Administrator

A. The NJSBA believes that the chief school administrator is critical in implementing the educational goals, vision and direction of the school board and the community and as overseer of the instructional and non-instructional aspects of the district, and in support of this responsibility, the chief school administrator should have the authority to recommend for hire to the board of education all employees. [*Authority: DA 11/03-ER(A)*]

B. The NJSBA believes that the employment and evaluation of the chief school administrator is the central role of the local board of education and that the relationship between the board of education and the chief school administrator must be marked by understanding of, and mutual respect for, their respective and distinct policy-setting and managerial responsibilities.

C. The NJSBA believes that swift, accurate communication between board members and the superintendent is crucial. [*Authority: DA 5/76-CR Policy Advisory*]

D. The NJSBA believes the chief school administrator should report to the board of education on a monthly basis all personnel decisions and include a report attesting to compliance with the district's policy on personnel decisions. [*Authority: DA 11/03-ER(A)*]

E. The NJSBA believes that two of the most significant responsibilities of the board of education are the hiring of a chief school administrator and annually reviewing the performance of the chief school administrator in implementing the district's educational goals, vision and direction. [*Authority: DA 11/03-ER(A)*]

F. The NJSBA believes boards of education should be encouraged to share the services of their chief school administrator with one or more other boards of education.

Retention and Support of the Chief School Administrator

A. The NJSBA believes that the terms and conditions of employment of the chief school administrator should be established by contract, and should provide for the following:

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1. Defined goals and objectives agreed to by the local school board and the chief school administrator, including goal and objectives to address student achievement in the school district, against which the chief school administrator will be evaluated annually;
2. Additional criteria, including demonstration of leadership skills, upon which the chief school administrator's performance will be evaluated;
3. Annual evaluation of the performance of the chief school administrator and agreement between the parties of the annual compensation paid to the chief school administrator, including salary and benefits. The annual compensation shall be established by the progress made toward the achievement of the stated goals and objectives of the school district and any additional criteria agreed to by the parties; and
4. A provision for termination of the contract by either party, including the term of notice to be provided by the party terminating the contract, reasons for termination of the contract, a statement of the chief school administrator's obligation to mitigate his/her damages and limits on the financial liability of the district.

In support of this belief the NJSBA will develop a template of a model CSA contract for use by boards of education when negotiating a contract with a new or renewing chief school administrator. *[Authority: DA 11/03-ER(A)]*

B. The NJSBA believes New Jersey's current certification process for chief school administrators as applied to in-state candidates is generally appropriate and valid. The Association also believes that practicing out-of-state chief school administrators should become licensed in New Jersey if they hold a master's degree in any subject area; have at least five years of successful experience as a chief school administrator; receive training in New Jersey school finance and law. Additionally, the NJSBA believes that out-of-state chief school administrators should not be required to take the licensing test required for new, inexperienced administrators, nor should they have to undergo the required residency program. *[Authority: BD 9/99]*

C. The NJSBA believes retired chief school administrators should be permitted to work on a consultant basis for one year – with no requirement to make new pension contributions and without the cessation of payments from the pension plan. *[Authority: BD 9/99]*

D. The NJSBA believes in the establishment of executive skills training programs for school administrators at institutions of higher education or through professional development. *[Authority: BD 9/99]*

E. The NJSBA believes that local school boards and the chief school administrator (1) identify classroom educators who may have aptitude for administrative position and (2) encourage these educators to consider taking this career path. *[Authority: BD 9/99]*

F. The NJSBA believes that state support and adequate funding should be provided for pilot programs in New Jersey districts which address the organizational and managerial factors associated with effective schools, including **models of shared leadership such as shared superintendents and shared business administrators** to allow staff to take on new roles in administration, enhance recruitment opportunities and promote creative strategies to share leadership. *[Authority: BD 9/99, DA 11/03-ER(A)]*

G. The NJSBA believes that the board that learns of a vacancy in the position of the chief school administrator should have the authority to hire the new chief school administrator. *[Authority: BD 11/03-ER(A)]*

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H. The NJSBA believes that reducing the time within which a board must give notice of termination of the CSA contract is in the best interest of districts. *[Authority: DA 11/03-3]*

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File Code 2240 Effective Schools Research

The NJSBA believes that in order to promote greater student achievement **and efficiency in their operations**, local boards of education should adopt policies, programs, and practices that would address the critical organizational, managerial and school climate factors identified in effective schools research, **including research on effective management, performance assessment, collaboration and shared services**. *[Authority: DA 12/82-CR Urban Education, BD 11/84-CR Extended School Year, DA 11/95-SR, DA 11/96-SR]*

Student Surveys

The NJSBA believes that local board policies on surveys of student behavior and attitude should ensure that the board of education maintains oversight of this research and is the final authority on methodology used in those surveys. *[DA 11/96-SR, BD 9/00]*

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File Code 3100

Timelines for School Budget Process

A. The NJSBA believes that the development of school district budgets is a time intensive process, which requires that the state provide budget parameters and state aid figures in a timely fashion.

B. The NJSBA believes that the Department of Education should annually issue a two-year school election budget calendar. *[Authority: DA 5/96-CR (School Finance), BD 5/06]*

C. The NJSBA believes that the cap/spending growth limitation notification date should be December 1;

D. The NJSBA believes that the Commissioner of Education should notify school districts of their state aid entitlements by the statutory date of notification. The Association supports continued adherence to the statutory requirement that the Commissioner deliver state aid figures, excepting budget cap/spending growth limitation levels, within two days of the Governor's budget message;

E. The NJSBA believes that local boards should submit budgets to County Superintendents by March 4;

F. The NJSBA believes that the deadline for submission of a request for cap/spending growth limitation waiver should be the same as the budget filing date, March 4;

G. The NJSBA believes that the time period between County Superintendent approval of the tentative budget and the earliest public hearing date should be a minimum of two days;

H. The NJSBA believes that a minimum of one public hearing should be required on the budget even where the budget would not be required to be sent to the voters for approval;

I. The NJSBA believes that pre-hearing advertising of the school budget prior to obtaining county superintendent approval should be permitted, provided that the advertisement contains the caveat that the advertised budget was subject to the review and approval of the County Superintendent and, therefore, subject to change;

J. The NJSBA believes that time limitations should be placed upon all steps in the restoration of reductions application process, up to and including the State Board of Education;

K. The NJSBA believes that if a municipal governing body fails to render a decision on a defeated budget within the given time period, it shall be assumed that the municipal governing body has lost its right to cut the budget;

L. The NJSBA believes there should be an enforcement mechanism to compel adherence to time limitations by all parties;

M. The NJSBA believes that decisions in a restoration of reductions application should be based upon a full year, with no reductions for restorations made after the start of the school year;

N. The NJSBA believes that all appropriate changes should be made in all other types of school districts similar to those sought for Type II districts; and,

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O. The NJSBA believes that the school tax levy should be certified to the County Board of Taxation by the fourth Tuesday in May. *[Authority: DA 12/75-1, DA 10/78-CR (Budget Statutes), BD 10/79, DA 6/82-3, DA 12/82-15, DA 6/83-1, DA 6/84-CR (Minimum Aid), DA 6/89-CR (Budget Calendar), DA 5/96-CR (School Finance)]*

P. The NJSBA believes that receiving districts should be required to provide sending districts with figures for the actual costs per pupil used to determine rates by December 15 of the next school year following the one in which the tuition rate applies. *[Authority: DA 1/80-7]*

Q. The NJSBA believes there should be measures to ensure delivery of all budget materials, including the State Budget Software, in its entirety, within two days of the Governor's budget message. Failure of the state to meet the two-day requirement would result in an appropriate extension of the school districts' filing requirement. *[Authority: DA 11/00-12]*

R. The NJSBA believes there should be measures for county vocational school districts to provide for final board of school estimate action before the statutory deadline for adoption of the county budget by the board of chosen freeholders. *[Authority: DA 6/84-5, DA 11/01 SR, DA 11/06 SR]*

Accounts

The NJSBA believes that all districts have the right to hold and use unreserved general fund balance in whatever amounts they deem without penalty. *[Authority: BD 11/74, DA 12/74-4, DA 12/82-12, DA 6/87-14, DA 6/91-CR QEA, DA 11/01 SR, DA 11/06 SR]*

Budget Caps/Spending Growth Limitations

A. The NJSBA believes in the concept of budget caps/spending growth limitations and believes budget caps/spending growth limitations should be made more responsive to what is actually happening in the economy while at the same time permitting districts to keep pace with increases in fixed costs over which they have little control.

B. The NJSBA believes that the range of budget caps/spending growth limitations should be widened, with low spending districts permitted to increase their spending at a greater rate than under the present cap/spending growth limitation. *[Authority: DA 12/76-13, DA 6/77-Policy Rec. 4, DA 12/77-7b, DA 12/77-16, DA 6/86-10, DA 6/91-CR QEA, DA 6/93-1, DA 6/93-2]*

C. The NJSBA believes that lease-purchase agreements over five years should not be subject to cap/spending growth limitation waivers. *[Authority: DA 5/97-CR (School Finance)]*

D. The NJSBA believes that no school district should have its maximum permissible budget negatively impacted in subsequent years by adopting a budget which is less than its maximum permissible budget. Maximum permissible budgets in subsequent years should be determined as if the district had budgeted at its maximum permissible budget in the pre-budget year. *[Authority: DA 6/93-1 DA 11/01 SR, DA 11/06 SR,]*

E. The NJSBA believes that the following should be excluded from the budget caps/spending growth limitations:

1. State mandated programs, such as special education, bilingual education, at-risk, school lunch programs and transportation from the cap/spending growth limitations; Limitations should include only revenues necessary for regular education programs;

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2. Revenues necessary due to increases in fixed costs which are due solely to actions of state or federal regulatory agencies;

3. Revenues necessary due to non-discretionary increases in costs for those fixed or essential items such as heat, tuition, insurance, maintenance and repair, shall be authorized as appropriate expenditures above the maximum permissible budget; *[Authority: DA 12/76-13, DA 6/77-Policy Rec. 4, DA 12/77-7b, DA 12/77-16, DA 6/86-10, DA 6/91-CR QEA, DA 6/93-1, DA 6/93-2]*

4. Revenues necessary for joint purchasing or shared-services arrangements in which a board of education purchases or provides goods or services for one or more other boards of education.

F. The NJSBA believes that a Commissioner's ruling that a district's program does not meet its T&E goals may be made only after a hearing and must be accompanied by a written statement of reasons;

G. The NJSBA believes that the Commissioner should have the authority to grant a cap/spending growth limitation waiver for lease purchase agreements under five years. *[Authority: DA 6/83-3, BD 11/84-CR Extended school Year, DA 6/91-CR QEA]*

H. The NJSBA believes that an explanation of any cap/spending growth limitation waiver should be allowed to be included on the ballot and, in the absence of any administrative solutions to the problem, seek to permit an interpretative statement to be placed on the ballot. *[Authority: DA 12/92-1, DA 11/01 SR, DA 11/06 SR]*

Municipal Approval for Exceeding Budgets

The NJSBA believes that Type 1 school districts should be permitted to exceed their budgets without municipal approval up to a level of three percent of the equalized valuations. *[Authority: DA 5/65-8, DA 11/01 SR, DA 11/06 SR]*

Voter Approval of School Budgets

The NJSBA believes that there should be no requirement in Type II districts to submit to the voters the Department of Education – approved annual school budget. Boards of education should be able to maintain the option of requesting voter approval for additional locally financed spending characterized under the CEIFA formula as “second questions”. *[Authority: DA 6/91-4, DA 6/93-10, DA 5/96-CR (School Finance), DA 5/99-3, DA 11/01 SR, DA 11/06 SR]*

Defeated Budgets

A. The NJSBA believes that the authority to make school expenditures should rest with the duly elected/appointed board of education, because it is the board of education that has expertise in educational budgeting and programming, has knowledge of the district's needs, and is charged with ensuring a thorough and efficient education for students in New Jersey. *[Authority: DA 6/95-4]*

B. The NJSBA believes in the concept of giving boards of education a full range of options in the manner that all defeated budget questions may be reviewed for the purpose of setting the amount of taxes to be raised -- initially to the municipal body with subsequent review by the

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commissioner; directly to the commissioner of education; bypassing the local governing body; or allowing the defeat to stand, when that is an option. *[Authority: DA 11/98-4]*

C. The NJSBA believes that neither a governing body nor its officials should have a line-item veto over school budgets. *[Authority: DA 6/95-4]*

D. The NJSBA believes that a simple majority of the total governing bodies comprising a regional school district shall be sufficient to establish the tax levy to be certified to the county board of taxation for a regional school district budget which has been defeated by the voters. *[Authority: DA 12/80-5, DA 11/01 SR, DA 11/06 SR]*

Penalty Procedures

NJSBA believes that any penalty imposed on local districts should have codification of all aspects of the review and appeal process. The codification shall be consistent with NJSBA's Timelines for School Budget Process. *[Authority: DA 5/96-CR (School Finance), DA 11/01 SR, DA 11/06 SR]*

Protection of Local Control

NJSBA believes that local boards of education have the primary responsibility over the receipt of revenues and expenses and will oppose any directives that would compromise that authority and responsibility. *[Authority: DA 6/79-8, DA 6/93-SR, DA 11/01 SR, DA 11/06 SR]*

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File Code 3220 State School Finance System

- A. The NJSBA believes that New Jersey's system of financing public schools should enable all local school districts to provide an equal educational opportunity for all children in New Jersey to receive a thorough and efficient education.
- B. The NJSBA believes that New Jersey's school finance system should:
1. Define the elements of and the resources necessary to provide a thorough and efficient education;
 2. Provide funds to support and guarantee a thorough and efficient level of education to all public school children;
 3. Provide that all constituents of the state—individuals, businesses and communities—be required to pay a fair share, but that no one would be required to pay more than a fair share;
 4. Retain the principle that local school boards have the primary responsibility, with the assistance of the state, for ensuring that each child in the district obtains a thorough and efficient education, and permit a limited degree of local spending to fund a locally defined thorough and efficient education, with the state paying a share on an equalized basis;
 5. Recognize the diversity, unique circumstances and community composition of each local school district;
 6. Provide for equalized aid for capital expenditures and debt service, with special aid for low-wealth districts with critical facilities needs;
 7. Provide state aid based on predictable statutory formulas;
 8. Provide current-year funding of all state aid;
 9. Provide state aid for the full excess cost of all mandated special education programs and services;
 10. Provide state funding for the full cost of all other state mandates;
 11. Include a system of evaluation to ensure accountability;
 12. Promote efficiency in the use of tax dollars **by promoting joint purchasing and shared-services arrangements among boards of education and between boards of education and other entities, through financial incentives and other measures**; and recognize that the average of expenditures by school districts that have demonstrated an ability to provide a thorough and efficient education based on agreed-upon outcomes is an appropriate benchmark for the funds needed by every district to provide a thorough and efficient education;
 13. Be modified, as needed, through a comprehensive approach with input from the education community and other constituencies.
 14. Provide children in *Abbott* and non-*Abbott* districts with fiscal equity. [Authority: DA 12/81-CR (*Urban Education*), DA 6/84-3, DA 6/85-CR (*Proficiency Test*), DA 12/91-CR (*QEA*), DA 6/93-2,

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BD 11/74 (Deleted as 3221.06 - DA 6/93-SR), DA 12/76-15 (Deleted as 8211.3 - DA 6/93-SR), DA 6/95-6, DA 11/95-CR School Finance, DA 5/96-CR (School Finance), DA 12/82-15, DA 11/96-CR (School Finance), DA 5/97-CR (School Finance), DA 11/01-SR, DA 11/06-CR (Ad Hoc School Funding Reform Committee), DA 11/06-SR]

C. The NJSBA believes that the School Finance Committee should review on an ongoing basis the equity of distribution for construction state aid in view of socio-economic factors, wealth, geographic characteristics, equalized school tax rate and other financial conditions. *[Authority: DA 5/00-6, DA 11/00- CR (School Finance), DA 5/01-CR (School Finance), DA 11/01-SR, DA 11/06-SR]*

State Revenue Raising System

A. The NJSBA believes that the state revenue raising system should embody the following characteristics:

1. Guarantee sufficient revenues to consistently meet the state's constitutional and statutory funding obligations to school districts;
2. Be balanced with respect to the ability to expand and contract in response to economic conditions (elasticity) and the capacity to produce a stable flow of revenue (stability);
3. Be balanced with respect to sources of revenue (individuals, businesses, property, sales, etc.);
4. Be progressive in nature to ensure that the heaviest burden would not fall on those least able to pay;
5. Reduce the proportion of total revenue raised through the local property tax;
6. Permit local levels of government to continue to raise a portion of the revenues necessary to support their needs, and
7. Be flexible to permit any other revenue measures that would permit the state to meet its obligations to local school districts. *[Authority: DA 9/82-1, DA 5/96-CR (School Finance), DA 11/96-CR (School Finance), DA 5/97-CR (School Finance)]*

B. The NJSBA believes that the state should pay at least 50 percent of the statewide total cost of providing a thorough and efficient education for all public elementary and secondary students. *[Authority: DA 12/91-CR QEA, DA 5/96-CR (School Finance)]*

C. The NJSBA believes that for the State to fund a thorough and efficient education at the 50 percent level, requires the state to rebalance the state's current funding sources: the state income tax and the local property tax. The source of funding for reducing the property tax should be the income tax, the most progressive tax available. Methods that may be used to implement this shift include the following proposed funding alternatives:

1. A Homestead Property Tax Credit for property taxpayers for the amount of school taxes paid, up to the amount of the T & E box. Taxes paid for spending over the box will remain a local responsibility. The replacement funds will be provided by an income tax surcharge, calculated in advance, utilizing school budget information and the local property tax rate.

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2. A property tax circuit breaker for low income people, coupled with a maximum equalized tax rate for schools. This system would require that the lost funds be replaced through an increase or a surcharge on the income tax.

3. Any other alternative funding mechanism that meets the criteria defined in the policies supported by the New Jersey School Boards Association. *[Authority: DA 11/98-CR (School Finance)]*

D. The NJSBA believes in a grass-roots support effort for the proposed funding alternatives to reduce overreliance on property taxes and to demonstrate to the Governor and the Legislature that the voters and property taxpayers will support funding for schools if it is provided in an equitable fashion. A report on the progress of this effort shall be made at each Delegate Assembly. *[Authority: DA 11/98-CR (School Finance), DA 11/01-SR, DA 11/06-SR)]*

State Aid to School Districts

A. The NJSBA believes that the equitable distribution of education aid should embody a methodology that ensures that all school districts have an opportunity to benefit from governmental financial assistance. Eligibility and distribution of aid should be based upon observable characteristics. Among these characteristics are:

1. Aid should be available to all school districts and cannot include arbitrary or capricious limitations designed to exclude otherwise eligible districts.
2. Eligibility should be determined on a current basis.
3. Eligibility should be based upon verifiable data.
4. Eligibility should be based upon ability to pay, i.e., a means test. (Non-categorical aid)
5. Eligibility should have income limitations. (Non-categorical aid)
6. Aid should be based upon current student enrollment, if enrollment data is necessary.
7. Aid should be paid directly to the eligible individuals, if individual relief is desired.
8. Aid formula should be consistently applied across all similar categories of aid. *[Authority: DA 5/00-5]*

B. The NJSBA believes that income should not be used in determining a municipality's ability to pay for school costs since school districts lack the ability to tax income locally. The aggregate-income of the residents of a municipality is not an appropriate measure of each individual property taxpayer's ability to pay for school costs in that municipality. The phase-out of aggregate-income in the formula should be gradual to avoid abrupt shifts in aid. *[Authority: DA 11/99-CR (School Finance)]*

C. The NJSBA believes that as long as aggregate-income is used as a measure of local ability to pay for school costs, school districts and municipalities should have the benefit of a formal appeal process to challenge the assignment of income, similar to the formal appeal process available to challenge property values assigned to a municipality. *[Authority: DA 11/99-CR (School Finance)]*

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D. The NJSBA believes that when a new governor takes office, school districts should receive at least as much state aid as they received in the prior fiscal year and that upward aid adjustments should be made to compensate districts for increased costs in areas including, but not limited to, student enrollment, special education, transportation, insurance, health care and utilities. *[Authority: DA 5/96-CR (School Finance), BD 3/02]*

E. The NJSBA believes that a new category of state aid should be created to assist local school districts who are affected by the children of persons in property tax-exempt housing which generate students. *[Authority: DA 11/98-3]*

F. The NJSBA believes that there should be no limitation on the growth of state aid from one school year to the next school year. *[Authority: DA 5/72-5, DA 5/73-CR Growing Districts; DA 6/93-SR]*

G. The NJSBA believes that in determining the wealth of school districts for state aid, consideration should be given to including all revenue sources received by the municipality such as impact aid and aid-in-lieu payments. *[Authority DA 12/83-5]*

H. The NJSBA believes that local school districts educating the children who reside in state tax-exempt properties should not be adversely impacted in bearing the local cost of education for those students. NJSBA supports seeking aid from the state to fully fund the education of such students. *[Authority: DA 11/01-SR, DA 11/05-2, DA 11/06-SR]*

Fiscal Notes on Proposed Legislation

The NJSBA believes that every piece of proposed legislation affecting school districts should contain a note stating the financial impact on school districts, if any. *[Authority: DA 5/67-8, DA 12/77-16, DA 11/96-CR (School Finance), DA 5/97-CR (School Finance), DA 11/01-SR, DA 11/06-SR]*

Constitutional Convention

A. The NJSBA believes that convening a constitutional convention to address property tax relief and/or reform abdicates the legislature's constitutionally enumerated obligation to impose taxes. *[Authority: DA 5/05-4]*

B. The NJSBA believes that the legislature is the appropriate body to decide how to implement tax reform and that a special session of the legislature is the correct and most efficient alternative to address property tax reform. *[Authority: DA 5/05-4, DA 11/01-SR, DA 11/06-SR]*

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File Code 3320

Joint Purchasing and Shared Services

The NJSBA believes that boards of education should explore any and all available forms of joint purchasing and shared services arrangements, and enter into such arrangements whenever they determine that doing so will result in cost savings and/or improvement in services.

Bid and Classification Thresholds

A. The NJSBA believes that boards of education should have flexibility in awarding purchasing contracts based upon solicitation of quotations as opposed to the formal bidding process whenever they determine that a proper balance can be achieved between the board's need to obtain the best possible price with the least administrative burden and the need to prudently use and manage public funds. *[Authority DA 6/81-11; DA 5/96-SR]*

B. The NJSBA believes that the bidding threshold should be adjusted at reasonable intervals in accordance with indices that are generally accepted as current economic indicators. *[Authority DA 12/70-16; DA 12/72-8; DA 1/80-12; DA 5/96-SR]*

C. The NJSBA believes that adjustments to the classification of bidders threshold should occur proportionately to the bid threshold adjustments. *[Authority: DA 12/83-3; DA 5/96-SR, DA 11/01-SR, DA 11/06-SR]*

Disqualification/Rejection of Low School Bus Vendor Bid/Rejection Lowest Bidder

A. The NJSBA believes local boards of education should be granted the authority to disqualify and reject the low bid of any bus company vendor based on previous unsatisfactory performance that did, in fact, cause harm to or had the potential to jeopardize the health, safety and well-being of school children, teachers, or chaperones, or any other district employee or representative being transported by a school bus vendor whether or not a contracted regular or field trip bus run.

B. The NJSBA believes that school bus drivers should be required to provide proof of training regarding procedures to follow to better assure the health, safety, and well-being of school children, teachers, or chaperones, or any other district employee or representative being transported by a school bus vendor whether or not a contracted regular or field trip bus run. *[Authority: DA 5/97-5]*

C. The NJSBA believes that local boards of education should be allowed to reject the lowest bidder if the lowest bidder has been found liable in one adjudicated case for non-completion or unsatisfactory performance (whether decided by a formal court hearing or arbitration) and/or if the lowest bidder has failed to complete a public contract. *[Authority: DA 12/94-2 and 3; DA 5/96-SR, DA 11/01-SR, DA 11/06-SR]*

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File Code 3324.1

Illegal Practices of Public School Contractors

The NJSBA believes that illegal practices by public school contractors impair a board of education's ability to meet its obligations, cause serious financial harm and threaten the public trust. A Statewide system for investigating illegal practices by public school contractors who supply goods and/or services to school district should exist. *[Authority: DA 6/86-5; DA 5/96-SR; DA 11/96-CR (School Finance), DA 11/01-SR, DA 11/06-SR]*

Privatization and Shared Services

The NJSBA believes that it is critical that a board of education be permitted to enter into subcontracting **or shared-services** agreements whenever, for reasons of economy or in order to advance the best interests of the school district and the educational welfare of the children, the board determines such agreements are appropriate. Local boards of education should have a nonnegotiable, managerial prerogative to enter into subcontracting **and shared-services** agreements. *[Authority: BD 4/94; DA 5/96-SR; 11/96-CR (School Finance), DA 11/01-SR, DA 11/06-SR]*

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File Code 3530 Insurance Costs

A. The NJSBA believes that boards of education should be able to avail themselves of insurance coverage at the lowest possible cost and should ~~[delete: be able to]~~ pursue options in a competitive environment including, but not limited to, **joint insurance funds and insurance pools (such as the New Jersey School Boards Association Insurance Group)**, when selecting health benefits programs and liability insurance coverage. *[Authority: DA 6/79-CR (Insurance); DA 6/83-13; DA 6/86-16; DA 6/93-SR; DA 11/95-CR (Shared Services); DA 5/96-SR]*

B. The NJSBA believes that liability insurance costs to boards of education should be kept at a minimum and that punitive and exemplary damage awards against boards of education should be prohibited in all cases and prohibited against board of education employees except in cases where the award is based upon a finding of actual fraud or malice, willful misconduct or an intentional wrong. *[Authority: DA 11/99-ER(A); BD 1/01]*

C. The NJSBA believes that the New Jersey Tort Claims Act should be expanded to limit damages for pain and suffering recoverable by a plaintiff suing a public entity under the Act and permit a judge to assess the defendant public entity's court costs and attorney's fees against the plaintiff, his/her attorney, or both in the event of a frivolous suit brought under the Act. *[Authority: DA 12/77-7; DA 6/93-SR; DA 5/96-SR]*

D. The NJSBA believes that the award of punitive or exemplary damages against a board of education in any legal action should be prohibited regardless of the applicability of any remedies available in common law or pursuant to statutory law including, but not limited to, any actions under the Law Against Discrimination, N.J.S.A. 10:5-1 et seq., and the Conscientious Employee Protection Act, N.J.S.A. 34:19-1 et seq. *[Authority: DA 11/99-ER(A); BD 1/01]*

E. The NJSBA believes increases in medical care costs must be contained in order to reduce the rate of increase in premiums. *[Authority: DA 5/03-2, DA 11/01-SR, DA 11/06-SR]*

Insurance Protection

A. The NJSBA believes that boards of education should maintain appropriate insurance coverage for injuries, damages, errors and omissions.

B. The NJSBA believes that insurance coverage should be available to boards of education for injuries, damages, errors and omissions related to the presence of asbestos in school buildings. *[Authority: DA 12/88-A; 5/96-SR]*

C. The NJSBA believes there should be protection from liability to public schools and private non-profit organizations that use community service workers to ease the concerns of some agencies and expand the number of sites available for community service. *[Authority: 11/99-ER(A); BD 1/0, DA 11/01-SR, DA 11/06-SR]*

Indemnification in Civil, Criminal, Quasi-Criminal and Administrative Proceedings

The NJSBA believes that board of education members and employees should be indemnified against the costs incurred in defending any action against the board member or employee arising out of or in the course of the duties as a board member or employee, except that:

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A. In the case of board members:

1. In criminal or quasi-criminal proceedings, there should be indemnification only when the action results in a final disposition in favor of the board of education member.
2. In civil and administrative proceedings where exemplary or punitive damages are awarded, there should be no indemnification regardless of the final disposition of the matter.
3. Where there is an award of punitive or exemplary damages and when the acts on which the punitive or exemplary damages were based did not constitute actual fraud, actual malice, willful misconduct or an intentional wrong, indemnification should be at the board of education's discretion.

B. For board of education employees:

1. In criminal or quasi-criminal proceedings, there should be indemnification only when the action results in a final disposition in favor of the board of education employee.
2. In civil and administrative proceedings where exemplary or punitive damages are awarded or where the proceeding is a result of action initiated by the board of education either through a complaint filed by or on behalf of the board of education or an appeal of board of education action by the employee, there should be no indemnification regardless of the final disposition of the matter.
3. Where there is an award of punitive or exemplary damages and only when the acts on which the punitive or exemplary damages were based did not constitute actual fraud, actual malice, willful misconduct or an intentional wrong, indemnification should be at the board of education's discretion.
4. Where the proceeding is a result of action initiated by the board of education either through a complaint filed by or on behalf of the board of education or an appeal of board of education action by the employee, there should be no indemnification. *[Authority: DA 5/98-1 and 2, DA 11/01-SR, DA 11/06-SR]*

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File Code 3541 State Transportation Aid

A. The NJSBA believes that State transportation aid should be provided to assist local districts in paying the cost of transporting children to and from school who live too far away to walk.

[Authority: DA 5/01-7]

B. The NJSBA believes the state should ensure sufficient resources for the transportation of students, including, but not limited to: 100% full-funding for all transportation costs; reimburse districts for unanticipated costs; and maintain the current 2 and 2 ½ mile busing requirement.

[Authority: DA 12/67-4, DA 12/72-11, BD 11/74, DA 5/74-CR (Transportation), DA 6/79-31, DA 12/81-8, DA 12/81-CR (Urban Education), DA 12/83-17, DA 12/92-CR (Transportation), DA 11-01-SR, DA 11/06-SR]

Shared Transportation Services

A. The NJSBA believes that **the transportation funding formula should foster cooperation among districts**. Districts and communities should be encouraged to take advantage of existing public transportation systems to transport students to and from school where feasible, e.g., NJ Transit buses; and

B. The NJSBA believes that **State funds should be set aside for transportation for shared ~~delete: advanced~~ curriculum offerings** among the school districts of the state. *[Authority: DA 6/89-CR Cooperative Transportation, DA 11/95-CR Shared Services, DA 11-01-SR, DA 11/06-SR]*

Two-Way Communication

A. The NJSBA believes that the state should provide full transportation funding to school districts for installation of a two-way communications network in district bus fleets.

B. The NJSBA believes that coordination should be encouraged between local police by using two-way communications to interface with the police. *[Authority: DA 6/87-5, DA 11-01-SR, DA 11/06-SR]*

Incentives for Financially Advantageous Transportation Arrangements

The NJSBA believes that the State Department of Education should design incentives for districts to seek the most financially advantageous and safe transportation arrangements for their students. *[Authority: DA 12/83-15, DA 11-01-SR, DA 11/06-SR]*

Bidding

The NJSBA believes boards of education should be permitted to provide mandated transportation of pupils on a per pupil, per mile, per vehicle or per route basis, when a district's alternative method would result in a cost savings to the district. *[Authority: DA 8/88-A, DA 5/96-SR, DA 11/96-CR (School Finance), DA 5/97-CR (School Finance), DA 11-01-SR, DA 11/06-SR]*

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File Code 3541.3

Nonschool Use of District Vehicles

The NJSBA believes that boards of education should be permitted to use district-owned vehicles for nonschool purposes as appropriate in order to make the most efficient and flexible use of those vehicles and provided that such use does not interfere with the normal delivery of the school children within the district. *[Authority: DA 6/82-10; DA 5/96-7; DA 5/96-SR; DA 5/97-CR (School Finance, DA 11-01-SR, DA 11/06-SR)]*

The NJSBA also believes that boards of education should be permitted to allow other public entities and private entities to use school vehicles for nonschool purposes as appropriate, when those vehicles are not needed for school purposes, in order to make the most efficient use of those vehicles, and to charge a reasonable fee for such use.

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File Code 3542 School Lunch Program

A. The NJSBA believes that a school lunch program should be offered to all students. *[Authority: DA 6/85-CR (Nutrition, DA 11-01-SR, DA 11/06-SR)]*

B. The NJSBA believes that boards of education should be encouraged, through financial incentives provided by the state, to collaborate with other boards of education in the provision and administration of food services programs.

Nutrient Content of Foods

B. The NJSBA believes that meals provided to children should be as nutritious as possible and that the United States Department of Agriculture should ensure that students receive foods with less fat, sugar and salt and more whole grains and natural fiber. *[Authority: DA 6/82-6, DA 6/85-CR (Nutrition)]*

C. The NJSBA believes food of low nutritional value should be banned from school Food service operations and vending machines.

Federal Food Program

The NJSBA believes the federally subsidized food program, bringing proper nutrition and diet within easy reach of families, makes it possible for all American children to be guaranteed a meal or a half-pint of milk at free or reduced cost, and that federal food programs should be funded at adequate levels of financial support. *[Authority: DA 5/66-4, DA 6/85-CR (Nutrition, DA 11-01-SR, DA 11/06-SR)]*

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File Code 4112.2 State Board of Examiners

The NJSBA believes that the composition of the State Board of Examiners should include the Commissioner of Education, a representative from the New Jersey Commission on Higher Education, three college deans, five local administrators, five teachers, three local board of education members including one vocational board member and two public members. [*Authority: BD 6/79, BD 4/93-SR, DA 11/96-SR*]

Teacher Preparation Programs

A. The NJSBA believes that the responsibility to evaluate and approve teacher preparation programs leading to certification belongs to the Department of Education. [*Authority: BD 6/79, BD 4/93, DA 11/96-SR*]

B. The NJSBA believes that teacher education programs should include instruction and training in conflict resolution and diversity sensitivity. [*Authority: DA 11/99-ER(A)*]

Teacher Certification

A. The NJSBA believes that, while the authority for teacher certification rests with the state, true accountability for the integrity of teaching standards can only be achieved by establishing a new system of renewable state certification which includes the issuance and periodic renewal of certificates based upon demonstrated teacher competencies, continued professional development, educational achievements, and local districts' evaluations of teacher performance.

B. The NJSBA believes that to ensure statewide consistency in the process of certificate renewal, the State Board of Education should establish statewide criteria for the issuance and renewal of teaching certificates and a state-administered appeals process for teachers denied issuance and/or renewal of instructional certificates. The State Board, in consultation with the Commission on Higher Education, should also develop guidelines regarding continuing education, professional development activities, and local district staff development and/or inservice programs.

In support of these beliefs, NJSBA will support a new system of renewable certification which meets its goals and provides a series of various levels of state certificates, which includes provisions for:

Provisional Certificates, to be issued to beginning teachers upon completion of state requirements and to teachers whose Standard Instructional Certificate has lapsed;

Standard Instructional Certificates, to be issued after teachers have demonstrated competence in their subject area and in the professional knowledge and skills necessary for effective teaching and learning.

Such certificates would be valid for a specified period, such as five years, and would require teachers to meet state-wide criteria, including ongoing professional development, and recommendations from the employing local district;

Standard Instructional Certificates would be renewable indefinitely upon their expiration, if the teacher had during the terms of the certificate, met state-wide criteria and has obtained the recommendation of the local district, based on an evaluation of the teacher's performance;

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An optional Master Teacher Certificates which would require: a Master's Degree in education or a related field; a minimum of six years of successful teaching experience under the Standard Instructional Certificate; current employment; and, local district recommendation based on evaluation of teaching performance, leadership skills and other criteria as set by the State Board of Education; The Master Teacher Certificate would be renewable every seven years based upon the teacher's fulfillment of state-criteria and local district recommendation based on evaluation of teaching performance;

Provisions addressing situations in which teachers fail to complete the requirements for the renewal of their certification; and

Grandfathering Provisions, which would exempt holders of the current Standard Instructional Certificate from the renewal requirements of the new system. *[Authority: DA 12/75-CR Certification, DA 5/76-B, BD 6/79, BD 12/82, BD 10/83, BD 3/93, DA 11/96-SR]*

Teacher Certification and Ongoing Professional Development

A. The NJSBA believes that teacher certification must be based on demonstrated effective teaching practices and ongoing professional development which fosters continuous quality of instruction throughout a teacher's career.

B. The NJSBA believes that the state's criteria for certification should include mentoring of new teachers and a requirement that all teachers engage in ongoing professional growth during their careers. This continuing education requirement should be designed to promote continued competency, development of teaching skills and increased breadth of knowledge and should be consistent with local professional development plans and individual professional improvement plans. *[Authority: DA 12/75-CR (Certification), DA 5/76-B, BD 6/79, BD 12/82, BD 10/83, BD 3/93, DA 11/96-SR]*

C. The NJSBA believes that the state's institutions of higher education, individual teachers and the education profession as a whole, need to be partners with the state and local boards of education in supporting continued improvement of instructional techniques through teachers' ongoing professional growth. **To support local school district professional development programs, the state should create a funding mechanism and promote collaborative efforts that maximize training resources.** *[Authority: DA 12/75-CR (Certification), DA 5/76-B, BD 6/79, BD 12/82, BD 10/83, BD 3/93, DA 11/96-SR]*

Teaching Endorsement

A. The NJSBA believes that a World endorsement should be based on oral proficiency in the designated language. *[Authority: DA 11/00-7]*

B. The NJSBA believes that the New Jersey Department of Education should develop an appropriate, separate endorsement category in the technology area. *[Authority: DA 11/00-5]*

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File Code 4131

Continuing Education Requirement

A. The NJSBA believes that the implementation of the state mandated 100 hours of continuing education should be monitored to identify any difficulties that arise in local districts and to identify the changes in code or legislation that may be necessary to rectify fiscal, operational and educational problems caused by the Code's requirement. *[Authority: DA 5/99-7 and 8]*

B. The NJSBA believes that boards of education should have input into the development of their local professional development plans before they are submitted to the county Professional Development Board. *[Authority: DA 5/00-8]*

C. The NJSBA believes the state Department of Education should promote collaborative efforts by boards of education to maximize training and professional development resources.

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File Code 5141 Student Health and Safety

- A. The NJSBA believes that local boards of education should provide conditions and establish policies that will ensure the health and safety of students.
- B. The NJSBA believes that the state or federal governments must provide funding for mandated programs. Further, such funding should not be furnished by the Department of Education, when it would result in the diversion of school aid from educational purposes. Funding for health and safety programs should be received from the State department that has responsibility for the health and safety of the general population of the state. *[Authority: BD 4/94; DA 5/97-SR]*
- C. The NJSBA believes that local boards' duty of care for student health and safety should be limited to a reasonable time before and after the school day and off-campus, school-sponsored activities. *[Authority: BD 9/06, DA 5/02-SR, DA 5/07-SR]*

Beliefs Concerning Nutrition

- A. The NJSBA believes that there is a strong correlation between early nutritional patterns and physical and mental development, and that good nutrition is a function of both the home and the school environment. The State Department of Education and local districts are encouraged to recognize a joint responsibility to continually provide nutrition education to every child, and to cooperate in identifying student needs and setting priorities in this area.
- B. The NJSBA believes that schools have the obligation not only to teach, but also to reinforce and exemplify principles of good nutrition. Districts should initiate or strengthen efforts to educate students, parents and citizens concerning good nutrition practices, and should consider the relationship between poor nutrition and the achievement or behavior of individual students.
- C. The NJSBA believes local districts should consider establishing policy on nutrition in food service programs, nutrition education and maintenance of a positive nutrition environment.
- D. The NJSBA believes local child study teams should consider the nutritional condition of every child studied, including basic nutritional practices, hypersensitivity, allergies and low blood sugar. *[Authority: DA 6/85-CR (Nutrition); DA 5/97-SR, DA 5/02-SR, DA 5/07-SR]*

School-Based Youth Services Program

The NJSBA believes in cooperative efforts that make school-based youth services programs possible. Such programs, including that operated by the State Department of Human Services, encourage schools and community-based employment, health and human services organizations to work together to establish comprehensive "one-stop shopping" service programs for adolescents. *[Authority: BD 6/87; DA 5/97-SR, DA 5/02-SR, DA 5/07-SR]*

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File Code 5142

New Jersey Child Care Advisory Council

The NJSBA believes it should be represented on the New Jersey Child Care Advisory Council to help maintain support for the development of high quality child care services in the state.

[Authority: DA 12/84-3, DA 5/02-SR, DA 5/07-SR]

Public School Facilities for Child Care Activities

A. The NJSBA believes that the federal and state governments should encourage the use of public school facilities for the provision of before/after school child care and authorize local boards of education to provide such services either directly or in cooperation with other community groups or agencies.

B. The NJSBA believes the federal and state governments should continue to provide financial support and technical assistance for the development of high quality childcare services. *[Authority: DA 12/84-3, DA 5/97-SR, DA 5/02-SR, DA 5/07-SR]*

Staff Safety Training

A. The NJSBA believes that school nurses should receive annual certification in CPR.

B. The NJSBA believes teaching staff members should be required to complete a course in emergency procedures and first aid prior to certification. *[Authority: DA 12/91-9, DA 5/76-1, DA 12/82-20, DA 5/97-SR, DA 5/02-SR, DA 5/07-SR]*

Designated School Crossings

The NJSBA believes it is critical to ensure the safety of children while walking to and from school. School crossing areas should be designated with appropriate school crossing signs and reduced speed limits should be enforced in these areas. *[Authority: DA 5/63-4, DA 5/97-SR, DA 5/02-SR, DA 5/07-SR]*

Hazardous Walking Conditions--Crossing Guard Stations

The NJSBA believes that a local police chief or other law enforcement officer should annually review all existing and proposed crossing guard stations. Input from boards of education and the community-at-large should be gathered on traffic hazards and other dangers that exist along school routes. The municipal governing body should make recommendations regarding the placement of the crossing guard stations. *[Authority: DA 6/87-6, DA 5/97-SR, DA 5/02-SR, DA 5/07-SR]*

Child Access to Pornography

The NJSBA believes there should be effective legal and/or regulatory mechanisms to prevent child access through electronic means to obscene or pornographic material. *[Authority: BD 3/86, DA 5/97-SR, DA 5/02-SR, DA 5/07-SR]*

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File Code 5200 State Aid to Nonpublic Schools

- A. The NJSBA believes that public funds should not be used for nonpublic schools. *[Authority: DA 12/67-3, DA 12/69-2, DA 5/75-10, DA 12/81-11, DA 12/94-9, DA 11/01-SR, DA 5/97-SR]*
- B. The NJSBA believes that there should be a moratorium placed on public funding to nonpublic school children and that statutes mandating aid to nonpublic pupils, including textbook aid, transportation and technology aid and auxiliary services, should be repealed. *[Authority: DA 12/91-CR (QEA), DA 5/97-SR, DA 5/05-2]*
- C. The NJSBA believes that until the public funding of nonpublic schools is abolished state aid to nonpublic schools, including textbook, transportation and technology aid, should be directly administered by the Department of Education without involvement by local school districts. *[Authority: DA 5/05-2]*
- D. The NJSBA believes that so long as districts are required to administer the flow of public funds to nonpublic schools, districts should be reimbursed for all cost incurred by public schools in connection with the administration of that aid, **and any and all opportunities for collaboration and shared administration of that aid should be explored.** *[Authority: DA 12/67-3; DA 12/69-2; DA 12/74-1, 2; DA 5/75-10; DA 6/81-8; DA 12/81-11; DA 12/92-CR (Transportation); DA 5/97-SR, DA 5/02-SR, DA 5/07-SR]*

Transportation of Nonpublic Students

- A. The NJSBA believes that local school districts should not be responsible for the transportation of students to nonpublic schools. **Instead, the NJSBA believes the transportation of such students should be provided by county or regional education agencies.**
- B. The NJSBA believes that so long as districts are required by statute to provide transportation for children attending nonpublic schools, the nonpublic schools should be required to coordinate their transportation needs with the responsible public school districts. *[Authority: DA 12/67-3, DA 12/69-2, DA 6/81-8, DA 12/81-12, DA 12/87-3, DA 12/92-CR (Transportation), DA 5/97-SR]*
- C. The NJSBA believes that school districts should be reimbursed for the actual cost of private school aid in lieu of transportation paid to parents. The maximum transportation reimbursement to parents for pupils attending private schools should be limited to the amount authorized for one student, for any two or more students from the same household attending the same private school on common schedules. *[Authority: DA 6/78-17, DA 12/81-12, DA 12/91-4, DA 12/92-CR (Transportation), DA 5/97-SR]*
- D. **The NJSBA believes that a constituent elementary school district with transportation of its own within a regional high school district without transportation of its own should be allowed to transport nonpublicschool students provided all affected parties agree to the arrangement.** *[Authority: DA 12/94-16, DA 5/97-SR, DA 5/02-SR, DA 5/07-SR]*

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File Code 6000 Commitment to Quality Education

The NJSBA believes all children should receive the highest quality education. *[Authority: DA 6/79-31 SR]*

Shared Services

The NJSBA believes that districts should share or consolidate personnel and related services which 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]*

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File Code 6142.10 Technology Curriculum

A. The NJSBA believes that technology should be incorporated into the K-12 curriculum wherever it is appropriate and that 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]* **The NJSBA further believes that funding should be provided for collaborative efforts by boards of education to provide distance learning opportunities to students in more than one district simultaneously.**

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]* **Boards of education should be encouraged to explore opportunities to create networks and systems that are shared by multiple districts.**

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]*

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 **[and among multiple school districts].**

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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]*

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]*

Vocational-Technical Education

A. The NJSBA believes the state should pick up costs over and above state funding for all approved local vocational education programs. *[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]*

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File Code 6171.2

Gifted and Talented Services and Programs

- A. The NJSBA believes in providing educational opportunities that address the needs of gifted and talented students on a local as well as a state 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 **encouraged to participate in, and 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]

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File Code 6171.4 Special Education

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)]*

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

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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: DA 12/68-21, 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 no school board or state located within the United States should be required by statute, court order, administrative decision or regulation, or otherwise to provide any funds for a child's education, residential cost or the cost of any other service provided outside the United States.

In Support of this belief, NJSBA will seek legislation on the federal and state levels that will 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. NJSBA will also seek passage of this belief statement and supportive action by the National School Boards Association. *[Authority: DA 11/03-4]*

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), DA 11/97-SR, DA 5/98-9, DA 5/02-SR]*

Medicaid Reimbursement

The NJSBA believes that the 85-15 percent Medicaid reimbursement split between the State of New Jersey and local school districts is inequitably skewed toward the State. *[Authority: DA 12/94-12, DA 11/97-CR (Special Education)]*

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, transition services and other special education and related services in the most efficient manner possible, and should be encouraged to do so. Child study teams and parents should be encouraged to recognize that the least restrictive environment in which a child may be provided an appropriate program may be in any public school, not necessarily the child's home school district.** *[Authority:*

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DA 11/95-CR (*Shared Services*), DA 11/97-CR (*Special Education*), DA 5/01-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 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)]*

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)]*

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)]* **The NJSBA further believes that school districts should be encouraged to enter into shared-services arrangements that provide for joint transportation of students from multiple districts.**

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)]*

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)]*

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)]*

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--

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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)]*

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)]*

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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. 18:38-25, 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]*

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]*

C. The NJSBA believes that boards of education should be encouraged to collaborate in the provision of alternative educational programs that serve students residing in multiple school districts.

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File Code 6174

Summer School and Weekend Classes

A. The NJSBA believes boards should be permitted to charge fees to pupils attending non-credit summer and weekend enrichment programs. *[Authority: DA 5/64-2; DA 12/77-8, 8a; DA 11/97-SR]*

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)]*

C. The NJSBA believes that boards of education should be encouraged to collaborate in the provision of summer school and weekend educational programs that serve students residing in multiple school districts.

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File Code 6178

Early Childhood Education/Preschool

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]*

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.
- 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.

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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*]

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 mainstreaming of children with physical and mental disabilities.

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.** [*Authority: DA 6/89-ER (Early Childhood Education), DA 11/97-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.

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.

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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]*

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]*

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.

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

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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]*

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]*

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File Code 6200 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]*

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File Code 9125

Appointment of Treasurer of School Moneys

Optional Position

- The NJSBA believes that the employment of a Treasurer of School Moneys should be at the option of the local board of education and that local boards of education should be permitted to hire any qualified individual as the Treasurer of School Moneys provided that individual is not an employee of the district and/or a holder of an elected or appointed position in that district. *[Authority: DA 11/96-7, DA 11/98-SR]*
- The NJSBA believes that the duties and responsibilities of a Treasurer of School Moneys should be defined by each local board of education. *[Authority: DA 11/96-7, DA 11/98-SR]*
- **The NJSBA believes that boards of education should be authorized to enter into shared-services arrangements in which two or more share the services of a treasurer of school moneys.**

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**File Code 9150
Board Consultants**

Districts as Consultants

The NJSBA believes the use of local district staff as paid consultants to other districts, in areas of the staff member's expertise, would enable districts to share proven and validated programs and would keep educational dollars within the public education community.

[Authority: DA 12/91-CR QEA, DA 11/98-SR]