

N.J.A.C. 6A:8, Standards and Assessment

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Chapter 8, Standards and Assessment

Subchapter 1. General Provisions

6A:8-1.1 Purpose

- (a) The purpose of this chapter is to establish academic standards and assessment practices designed to ensure high-quality education, student achievement, and continuous improvement in educational outcomes for all students. The academic standards shall be known as the New Jersey Student Learning Standards (NJSLS), which specify expectations in nine academic content areas: career readiness, life literacies and key skills; comprehensive health and physical education; computer science and design thinking; English language arts; mathematics; science; social studies; visual and performing arts; and world languages.
- (b) District boards of education shall ensure that standards, assessments, curriculum, instruction, and professional development are aligned in a local support system that enables all students to achieve postsecondary and career success through the establishment of student-centered learning environments that provide opportunities for academically diverse students to:
 - 1. Learn in meaningful, real-world contexts through rigorous and relevant curriculum that promotes engagement in learning by addressing varying college and career goals;
 - 2. Develop an understanding of roles, rights, and responsibilities as informed, engaged members of a democratic society;
 - 3. Access and use quality learning tools, technologies, and resources;
 - 4. Become self-directed seekers of information able to locate, evaluate, apply, and create new information and knowledge in varying contexts; and

5. Use effective communication, communication technology, and collaboration skills to interact with cultural sensitivity in diverse local, State, national, and global communities.
- (c) The NJSLS, including performance expectations, enable district boards of education to establish curriculum for the purpose of providing students with the constitutionally mandated system of thorough and efficient public school instruction that promotes college, civic, and career readiness.
- (d) The Statewide assessment system is designed to measure college and career readiness and student progress in the attainment of the NJSLS, to meet Federal requirements, to ensure consistency in evaluating and reporting student learning, and to promote accountability. Federal requirements include the assessments identified at N.J.A.C. 6A:8-4.1(b) and (c), an alternate assessment based on alternate academic achievement standards (AA-AAAS) for students with significant intellectual disabilities, an English language proficiency assessment for MLs, and an alternate English language proficiency assessment for MLs with significant intellectual disabilities.
- (e) The Statewide assessment system also includes the State graduation proficiency assessment administered pursuant to N.J.S.A. 18A:7C-1, 2, 3, 4, 6, and 6.1.
- (f) The results of the Statewide assessments shall facilitate program evaluation based on student performance and shall enable district boards of education, the public, and government officials to evaluate the educational delivery systems of all public schools.

6A:8-1.2 Scope

- (a) The New Jersey Student Learning Standards (NJSLS) apply to all students enrolled in public elementary, secondary, and adult high school education programs within the State of New Jersey.

- (b) Unless otherwise noted, “district boards of education” shall be interpreted throughout this chapter to include the governing authorities of all providers of publicly funded elementary, secondary, and adult high school education programs, including county vocational school districts; educational services commissions; jointure commissions; charter schools; renaissance school projects; alternative education programs; regional day schools; adult high schools; county special services school districts; the Marie H. Katzenbach School for the Deaf; the Department of Human Services; the Department of Children and Families; the Department of Corrections; the Juvenile Justice Commission; public college-operated programs; and approved private schools for students with disabilities.
- (c) District boards of education shall align their curriculum and instructional methodologies to assist all students in achieving the NJSLs and to prepare all students for college, career, and civic life.
- (d) Progress toward meeting the NJSLs in English language arts, mathematics, and science shall be measured by the Statewide assessment system in the following manner, by testing all students and offering appropriate accommodations, when needed:
 - 1. In English language arts and mathematics at grades three through eight and at least once in high school, or if ungraded at equivalent ages;
 - 2. In science once in grades three through five, once in grades six through nine, and once in grades 10 through 12, or if ungraded at equivalent ages; and
 - 3. At other grade(s) deemed appropriate by the Commissioner.

6A:8-1.3 Definitions

The following words and terms shall have the following meanings when used in this chapter unless the context clearly indicates otherwise.

“Accommodations or modifications to the Statewide assessment system” means changes in testing procedures or formats that provide students with disabilities and multilingual learners (MLs) an equitable opportunity to participate in assessment and demonstrate their knowledge and skills in the content areas assessed.

“ACTFL” means the American Council on the Teaching of Foreign Languages.

“Advanced coursework” means courses and programs including, but not limited to, Advanced Placement courses, career and technical education, International Baccalaureate, honors, and dual enrollment options.

“Advanced Placement courses” means courses aligned with course descriptions provided by the College Board and intended to provide students with the opportunity to complete college-level studies during secondary school.

“All students” means every student enrolled in public elementary, secondary, and adult high school education programs within the State of New Jersey, including students in general education, students with disabilities, students identified as gifted and talented, and multilingual learners (MLs).

“Alternate assessment based on alternate academic achievement standards (AA-AAAS)” means the assessment used to determine cumulative student achievement of the knowledge and skills specified by the New Jersey Student Learning Standards for students with significant intellectual disabilities who have been determined eligible by the IEP team, in accordance with N.J.A.C. 6A:14-4.10.

“Alternate English language proficiency assessment” or “alternate ELP assessment” means a Department-approved assessment for students with the most significant cognitive disabilities that assesses a student’s English language proficiency (ELP) on the four domains of listening, speaking, reading, and writing, and that is aligned with the English language development (ELD) standards and the Individuals with Disabilities Education Act (IDEA).

“Appropriately certified” means an educator holds all necessary licenses, certificates, or endorsements required to serve in a grade level, subject area, or administrative position pursuant to N.J.S.A. 18A:26-2 and N.J.A.C. 6A:9B.

“Approved private schools for students with disabilities” means incorporated entities approved by the Department according to N.J.A.C. 6A:14-7.2 or 7.3 to provide special education and related services to students with disabilities who have been placed by the district board of education responsible for providing their education.

“Career awareness, exploration, and preparation” means instruction and programs that assist students to clarify career goals; explore career possibilities; develop employability skills; develop foundational knowledge necessary for success in the workplace; and make the transition from school to careers, including college, training, and employment.

“Career and technical education” means as defined at N.J.A.C. 6A:19-1.2.

“Charter school” means as defined at N.J.A.C. 6A:11-1.2.

“Chief school administrator” or “CSA” means the superintendent, pursuant to N.J.S.A. 18A:17-15; the administrative principal, pursuant to N.J.S.A. 18A:17-20.5; the State district superintendent, pursuant to N.J.S.A. 18A:7A-35 or 18A:7A-49, in the case of a school district under full or partial intervention; or the lead person of a charter school or renaissance school project, as defined at N.J.A.C. 6A:11-1.2.

“CLEP” means College-Level Examination Program, which enables students to receive college credit by earning qualifying scores on examinations that are offered by the College Board and cover material taught in courses most students take as requirements in the first two years of college. A college usually grants the same amount of credit to students earning satisfactory scores on the CLEP examination as it grants to students successfully completing the course.

“Content equivalent” means courses or activities that include the same or equivalent knowledge and skills as found in traditionally titled courses that are required for high school graduation and are aligned with the New Jersey Student Learning Standards. The content must be taught by teachers who are appropriately certified in the aligned content area. The content also may be integrated in one or more courses, may be titled differently, or may present material in an interdisciplinary or spiral format.

“Contextual learning” means an educational approach where learning occurs in a context that is meaningful and relevant to students. Contextual learning emphasizes the connection between the content being taught and its real-life applications and allows students to see the practical significance of what they are learning. This approach often involves situational learning, where students engage with material through experiences that simulate or directly relate to real-world scenarios.

“Corrective action plan” means a tool that identifies areas for improvement; specific, demonstrable goals for each area; staff responsible for each element of the plan’s implementation; timelines for completion; and reviews of progress.

“Credit” means the award for the equivalent of a class period of instruction, which meets for a minimum of 40 minutes, one time per week during the school year or as approved through N.J.A.C. 6A:8-5.1(a)2.

“Cut score” means a specific point on the assessment scale that distinguishes between different levels of proficiency, indicating the scope and level of a student’s performance.

“English language development standards” means as defined at N.J.A.C. 6A:15-1.2.

“English language proficiency assessment” or “ELP assessment” means a Department-approved assessment that evaluates a student’s English language proficiency on the four domains of listening, speaking, reading, and writing, and that is aligned with the ELD standards.

“Evidence-based science courses” means courses in which students use science and engineering practices, disciplinary core ideas, and crosscutting concepts to deepen their understanding of phenomena and to address design challenges. Evidence-based science courses are designed to ensure proficiency in kindergarten through grade 12 NJSLS-Science.

“504 plan” means a written educational plan prepared by the 504 team for a student.

“504 team” means a group of persons that makes program and placement decisions according to Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, and 34 CFR § 104.35(c).

“Heritage language education” refers to NJSLS content area instruction through a language other than English that learners acquire naturalistically at home from birth or in early childhood, or have a historical, familial, or cultural connection.

“IEP” means individualized education program as defined at N.J.A.C. 6A:14-1.3.

“IEP team” means as defined at N.J.A.C. 6A:14-1.3.

“Individualized student learning opportunities” means alternative student experiences based upon specific instructional objectives that meet the NJSLS at the high school level.

“Industry-valued credentials” mean a set of recognized degrees, diplomas, certificates, or certifications awarded for an occupation. Industry-valued credentials and the skills they certify have the following characteristics: valued and demanded by employers; transferable and provide broad opportunities; lead to opportunities for continuous or advanced training and education; and lead to higher wages, career advancement, and/or increased job security.

“Information literacy” means, pursuant to N.J.S.A. 18A:7F-4.4, a set of skills that enables an individual to recognize when information is needed and to locate, evaluate, and use effectively

the needed information. Information literacy includes, but is not limited to, digital, visual, media, textual, and technological literacy.

“Instructional adaptation” means an adjustment or modification to instruction enabling students with disabilities, MLs, or students in alternative education programs or who are identified as gifted and talented to participate in, benefit from, and/or demonstrate knowledge and application of the NJSLs.

“Interdisciplinary connections” means integrating NJSLs and skills from one or more content areas into instruction and assessment of another content area at the appropriate grade level.

“Language instruction educational programs” or “LIEPs” means as the term is defined at N.J.A.C. 6A:15-1.2.

“Magnet program” means a distinctive program designed to:

1. Attract students by offering a specialized curriculum based on a special theme or method of instruction; and
2. Substantially strengthen the knowledge of academic subjects and the attainment of tangible and marketable vocational, technological, and professional skills of students attending the program.

“Multilingual learner” or “ML” means a student whose primary language is not English, who is identified through the process set forth at N.J.A.C. 6A:15, and who is developing proficiency in multiple languages (for example, English and a primary language). The term is synonymous with “English learner” or “English language learner.”

“Multiple measures” means the use of multiple indicators and sources of evidence of student assessment, of varying kinds, and gathered at multiple points in time. Examples include, but are not limited to, test scores, ability assessments, intelligence testing, student performance or products, talent portfolios, and parent, student, and/or teacher observations and recommendations.

“Native language” means the language or mode of communication first learned by the student.

“New Jersey High School Equivalency Assessment” or “NJHSEA” means any of the assessments approved by the State Board of Education for achieving a New Jersey State-issued high school diploma as set forth at N.J.A.C. 6A:20, Adult Education Programs.

“New Jersey Student Learning Standards” or “NJSLS” means standards adopted by the State Board of Education on May 1, 1996, and as thereafter revised by the State Board, that describe the knowledge and skills all New Jersey students are expected to acquire by benchmark grades in the following content areas: English language arts; mathematics; science; social studies; visual and performing arts; comprehensive health and physical education; world languages; computer science and design thinking; and career readiness, life literacies, and key skills. The standards are established for the provision of a thorough and efficient education pursuant to N.J.S.A. 18A:7F-46 and as a basis for the monitoring of school districts in accordance with N.J.A.C. 6A:30.

“NJQSAC” means the New Jersey Quality Single Accountability Continuum, which is used pursuant to N.J.A.C. 6A:30 to review, evaluate, and monitor school districts.

“Pacing guide” means a schedule that includes NJSLS-aligned concepts, topics, and skills related to a particular curriculum to be addressed over a defined period of time. A pacing guide does not include lesson plans.

“Performance indicator” means statements that further delineate the NJSLS.

“Performance level” means one of several categories describing student proficiency with regard to the achievement of the NJSLS.

“Portfolio appeals process” means an alternative assessment of proficiency for graduation established by the Commissioner, pursuant to N.J.S.A. 18A:7C-3, utilizing techniques and

instruments other than the State graduation proficiency test or substitute competency tests. The techniques and instruments may include, but are not limited to, the Armed Services Vocational Aptitude Battery-Armed Forces Qualifying Test (ASVAB-AFQT), Commissioner-identified industry-valued credential attainment, and work-based or service-learning experiences.

“Professional learning” means a comprehensive, sustained, and intensive approach to improving the effectiveness of teachers, principals, and other school personnel in raising student achievement.

“Proficient” or “proficiency” means a student-achieved score at or above the cut score, which demarks a solid understanding of the content measured by an individual section of any State assessment.

“Rehabilitation Act” means the Federal Rehabilitation Act of 1973, 29 U.S.C. §§ 701 et seq.

“Service learning” means a method that allows students or participants to learn and develop through active participation in thoughtfully organized activities that are conducted in and meet the needs of a community, and that help foster civic responsibility.

“Standards support materials” means documents published by the Department that include and elaborate on the NJSLs for preschool through grade 12 education, and that may assist in the development of local curricula.

“State Board” means the New Jersey State Board of Education.

“State-endorsed diploma” means a locally issued document awarded to an exiting student indicating successful completion of high school graduation requirements.

“State graduation proficiency test” means a Statewide assessment that is aligned, at a minimum, to the New Jersey Student Learning Standards (NJSLs) for high school English language arts and mathematics and administered pursuant to N.J.S.A. 18A:7C-1, 2, 3, 4, 6, and 6.1. For students eligible to utilize the alternative means in accordance with N.J.A.C. 6A:8-5.1(e)1 to meet the graduation

assessment requirement, the State graduation proficiency test shall also include the substitute competency test, which is an alternative set of third-party assessments approved by the Commissioner that may include, but are not limited to, the SAT, PSAT, ACT, ACT-Aspire, or Accuplacer.

“State-issued high school diploma” means a diploma issued by the Commissioner.

“State Seal of Biliteracy” means the designation established pursuant to P.L. 2015, c. 303, to recognize high school graduates who have attained a high level of interpretive, interpersonal, and presentational proficiency in one or more languages in addition to English.

“Statewide assessment” means a State-developed or State-approved standardized instrument or process that measures student performance levels on the New Jersey Student Learning Standards.

“Student identified as gifted and talented” means students who possess or demonstrate high levels of ability in one or more NJSLS content areas when compared to their chronological peers in the school district and who require modifications of their educational program if they are to achieve in accordance with their capabilities.

“Substitute competency test” means an alternative set of third-party assessments approved by the Commissioner, including, but not limited to, the SAT, PSAT, ACT, ACT-Aspire, or Accuplacer, that can be used to demonstrate competency in the NJSLS for students who have not demonstrated proficiency on the English language arts or mathematics components of the State graduation proficiency test.

“Technological literacy” means students meeting NJSLS through the integration of effective educational technology practices, strategies, and tools throughout all content areas.

“Transcript” means a document for all students exiting the public education system that describes a student’s progress toward achievement of the NJSLS and other relevant experiences and achievements.

“Two-way bilingual immersion” means a program that provides literacy and content instruction

to all students through two languages where, at the elementary level, instruction is in a language other than English at least 50 percent of the instructional day and, at the middle and high school levels, instruction is in a language other than English at least 30 percent of the instructional day.

“Work-based learning” means sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, first-hand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction.

Subchapter 2. The New Jersey Student Learning Standards

6A:8-2.1 Authority for educational goals and standards

- (a) The State Board of Education is responsible for establishing State educational goals and standards pursuant to N.J.S.A. 18A:4-10, 18A:7C-1, and 18A:7F-4.2 and 46.
 - 1. In 2014, the State Board adopted revised Core Curriculum Content Standards (CCCS) in the content areas of visual and performing arts, comprehensive health and physical education, science, world language, social studies, mathematics and English language arts, technology, 21st century life and careers, and the revised Preschool Teaching and Learning Standards.
 - 2. In 2016, the State Board adopted the CCCS as the New Jersey Student Learning Standards (NJSLS) and revisions in the content areas of English language arts and mathematics.
 - 3. In 2020, the State Board adopted revised NJSLS in the content areas of visual and performing arts; comprehensive health and physical education; science; computer science and design thinking; career readiness, life literacies, and key skills; world languages; and social studies.

4. In 2023, the State Board adopted revisions to the NJSLs and performance expectations in the content areas of English language arts and mathematics.
- (b) The process for the State Board's review and readoption of the NJSLs will be repeated in 2025 and every five years thereafter pursuant to N.J.S.A.18A:7F-46.a, based on recommendations by the Commissioner according to the following procedure:
1. The Commissioner shall convene an advisory panel of public school educators, higher education representatives, business representatives, and other citizens, to review and, if necessary, to recommend modifications to the NJSLs and the associated performance expectations within a scheduled period of time established by the Commissioner.
 2. The Commissioner shall present, to the State Board for consideration at a public meeting, any recommended revision(s) to the NJSLs and the associated performance expectations.
 3. Advanced notice(s) of the State Board meeting at which the recommended NJSLs will be considered shall be published in the New Jersey Register.
 4. The State Board will conduct public hearings on the Commissioner's recommendations at dates, times, and locations announced in the New Jersey Register.
 5. Upon State Board adoption, the Commissioner shall publish and distribute to district boards of education and the general public the revised NJSLs.

6A:8-2.2 Authority for the State Plan for Career and Technical Education

- (a) The State Board shall serve, pursuant to P.L. 109-270 and N.J.S.A. 18A:35-4.2 and 18A:59-5, as the sole agency responsible for the administration of the State Plan for Career and Technical Education and the legally constituted State Board for Career and Technical Education.

- (b) The State Board will be guided by the NJSLS and the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) in developing the State Plan for Career and Technical Education required pursuant to P.L. 109-270 and N.J.S.A. 18A:59-5.

Subchapter 3. Implementation of The New Jersey Student Learning Standards

6A:8-3.1 Curriculum and instruction

- (a) District boards of education shall ensure that curriculum and instruction are designed and delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the NJSLS. District boards of education also shall ensure that appropriate instructional adaptations are designed and delivered for students with disabilities, for MLs, for students enrolled in alternative education programs, and for students identified as gifted and talented.
1. The Department shall provide district boards of education with support materials that suggest a variety of activities and strategies that may assist in the development of local curricula aligned with the NJSLS.
 2. District boards of education shall encourage the active involvement of representatives from the community, including representatives from the local workforce and higher education, in the development of educational programs aligned with the NJSLS.
 3. District boards of education shall make all approved curriculum pacing guides and citations for core instructional materials publicly available.
 4. District boards of education shall be responsible for assessing the progress of all students in developing the knowledge and skills specified by the NJSLS, including all content areas not currently included in the Statewide assessment program.

- (b) District boards of education shall be responsible for the delivery of educational programs at the elementary and secondary levels using a coherent sequence of activities to prepare all students for college, careers, and civic life upon their graduation. Examples of such programs include, but are not limited to, academic programs, career and technical education programs, two-way bilingual immersion, heritage language education, and/or magnet programs.
 - 1. District boards of education shall implement educational programs that prepare all students for success in college, careers, and civic life, including the kindergarten through grade eight development of academic skills integral to success in high school courses.
 - 2. When applicable, district boards of education shall provide students with access to advanced coursework. District boards of education shall develop, implement, and regularly evaluate strategies that identify, support, and encourage all student groups to enroll in and succeed in advanced coursework.

6A:8-3.2 Inclusive curriculum

- (a) District boards of education shall provide all students enrolled in their school districts with the opportunity to attain the goals of an NJSLS-based curriculum in an educational environment that is designed to meet their needs. District boards of education shall create curriculum, customize instructional adaptations, allocate resources to provide equitable access to courses, programs, and experiences, and build student-centered learning environments that meet the NJSLS.
- (b) District boards of education shall provide all students with disabilities an educational program aligned with the NJSLS, as well as the required individualized accommodations, instructional adaptations, and/or modifications as specified in a student's IEP or 504 plan.

- (c) District boards of education shall be responsible for identifying students as gifted and talented and shall provide them with appropriate instructional adaptations and services as defined at P.L. 2019, c. 338.
- (d) District boards of education shall provide language instruction educational programs (LIEPs) in accordance with N.J.A.C. 6A:15.

6A:8-3.3 Professional learning

- (a) District boards of education shall actively assist and support professional learning for teachers, educational services staff, and school leaders, including the school district's plan and additional professional learning requirements at N.J.A.C. 6A:9C-3.
- (b) District boards of education shall provide to teachers, educational services staff, and school leaders, professional learning on the following, when applicable:
 - 1. The use of student and school performance data to provide insights into the strengths and areas for growth to improve the quality of instruction that students receive;
 - 2. Evidence-based literacy instruction in accordance with P.L. 2024, c. 52;
 - 3. The content knowledge, instructional strategies, and collaborative skills needed to meet the needs of students with disabilities required at N.J.A.C. 6A:14;
 - 4. The needs and educational development of students identified as gifted and talented; and
 - 5. All additional statutory and regulatory requirements.

6A:8-3.4 Required components of curriculum

- (a) In accordance with N.J.A.C. 6A:8-2, district boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS.
- (b) District boards of education shall design curriculum that is comprehensive and meets the

developmental needs of students at each grade level through complete alignment with the NJSLS. The curriculum shall be designed to prepare students for success in higher education, careers, and civic life by addressing essential academic subjects, fostering critical thinking, promoting social and emotional growth, and providing opportunities for creativity and contextual learning.

- (c) District boards of education shall include interdisciplinary connections throughout the kindergarten through grade 12 (K-12) curriculum.
- (d) District boards of education shall provide educators with the time and resources to develop, review, and enhance contextual learning, supportive curricula, and instructional tools for helping students develop required knowledge and skills. The tools shall include, but are not limited to:
 - 1. Curriculum designed and implemented to meet grade or grade-level expectations and graduation requirements;
 - 2. List of core instructional and supplemental materials, including grade level-appropriate texts and decodable texts for emergent readers;
 - 3. Integrated accommodations and modifications for students with disabilities, multilingual learners, students identified as gifted and talented, students not at grade-level proficiency, and students with 504 plans;
 - 4. Assessments, including, formative, summative, benchmark, and alternative assessments;
 - 5. Universal literacy screeners and related instructional materials, as appropriate and as defined at, and required pursuant to, P.L. 2024, c. 52;
 - 6. Pacing guides; and
 - 7. Opportunities for interdisciplinary connections and contextual learning.
- (e) District boards of education shall establish and make publicly available procedures whereby any student whose parent or guardian presents to the school principal a signed statement that

any or part of the instruction in health, family life education, or sex education is in conflict with the parent's or guardian's conscience or sincerely held moral or religious beliefs shall be excused from that part of the course where such instruction is being given and, pursuant to N.J.S.A. 18A:35-4.7, no penalties as to credit or graduation shall result.

6A:8-3.5 Accountability for implementation of NJSLs

- (a) If a district board of education is found, through NJQSAC, monitoring, or other means, to be in noncompliance with this subchapter, the Commissioner, or the Commissioner's designee, will assemble appropriate Department resources to provide technical support in the identified content area(s) to the school district.
- (b) Department staff designated by the Commissioner will collaborate with school district leaders and educators to address and remediate the curriculum deficiencies identified pursuant to (a) above.
- (c) If, a district board of education is still found to be in noncompliance with this subchapter after collaborative remediation is provided by the Department pursuant to (b) above, the Commissioner, or the Commissioner's designee, will provide to the district board of education written notification of the noncompliance and the requirement to develop a corrective action plan.
- (d) The CSA shall establish an in-district team to develop the corrective action plan. This in-district team shall consist, at a minimum, of school district administrators, curriculum supervisor(s), and educators certified in one or more of the identified areas of noncompliance.
- (e) The corrective action plan shall include, but not be limited to, the following:
 - 1. The curricular, policy, or programmatic changes to be implemented, including, but not limited to, changes to curriculum frameworks and other required course revisions;
 - 2. The individual(s) responsible for addressing each change identified at (e)1 above;

3. Specific timelines for the completion of each change identified at (e)1 above; and
 4. Alignment with, and incorporation of or references to, the relevant provisions of all applicable State and Federal plans.
- (f) Within 60 days of the school district's receipt of the Commissioner's written notification pursuant to (c) above, the CSA shall present the corrective action plan to the district board of education for approval.
1. The district board of education shall review and approve the corrective action plan.
 2. The CSA shall submit to the Commissioner, or the Commissioner's designee, the corrective action plan approved by the district board of education.
- (g) The Commissioner, or the Commissioner's designee, shall review the corrective action plan and notify the CSA if the plan is acceptable.
1. The CSA shall implement the corrective action plan within 30 days of the notification provided pursuant to (g) above.
- (h) The Commissioner, or the Commissioner's designee, shall review and verify the school district's implementation of the corrective action plan.
- (i) When a corrective action plan is not submitted, it is determined by the Commissioner, or the Commissioner's designee, to be unacceptable, or it is not implemented, the Commissioner shall notify the CSA of the action(s) that the Commissioner intends to take pursuant to State law, rules, and regulations.

Subchapter 4. Implementation of the Statewide Assessment System

6A:8-4.1 Statewide assessment system

- (a) The Commissioner, in accordance with N.J.S.A. 18A:7C-1 et seq., may implement assessment of student achievement in the State's public schools in any grade(s) and by

such assessments as the Commissioner deems appropriate. The Commissioner shall report to the State Board the results of such assessments.

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

1. The Commissioner, with the approval of the State Board, shall define the scope and level of student performance on Statewide assessments that demonstrate thorough understanding of the knowledge and skills delineated by the NJSLs at grade levels three through 12, or as otherwise established pursuant to State and Federal law.
2. After consultation with the Commissioner, the State Board shall establish, by resolution, uniform Statewide assessment cut scores to indicate the scope and level of student performance toward meeting the NJSLs.

- (c) District boards of education shall, according to a schedule prescribed by the Commissioner, administer the applicable Statewide assessments, including the following major components: the elementary assessment component for grades three through five; the middle school assessment component for grades six through eight; the high school assessment component; and the AA-AAAS and provide notification to each student entering grades three through 12 of the Statewide assessment schedule.

1. The Department shall implement the elementary component of the Statewide assessment of the NJSLs consisting of the following:
 - i. Continued administration of mathematics and English language arts in grades three, four, and five, and of science in grade five.
2. The Department shall implement the middle school component of the Statewide assessment of the NJSLs consisting of the following:
 - i. Continued administration of mathematics and English language arts in grades six, seven, and eight, and of science in grade eight.

3. The Department shall implement a high school component of the Statewide assessment of the NJSLs consisting of, at a minimum, English language arts, mathematics, and science, in accordance with State and Federal law.
- (d) Pursuant to (b) and (c) above, all students at grade levels three through 12, and at any other grade(s) designated by the Commissioner pursuant to (a) above, shall take all appropriate Statewide assessments, as scheduled.
1. District boards of education shall provide all appropriate accommodations or modifications to the Statewide assessment system, as specified by the Department, for MLs and students with disabilities as defined at N.J.A.C. 6A:14-1.3 or eligible pursuant to Section 504 of the Rehabilitation Act, as specified in a student's IEP or 504 plan.
 - i. District boards of education may administer the Statewide assessments in mathematics and science to MLs in their native language, when available, and/or English.
 - ii. District boards of education shall have the option for a first-year ML of substituting a Department-approved language proficiency test only for the English language arts component of the Statewide assessment, when the student has entered the United States after June 1 of the calendar year prior to the test administration.
 2. District boards of education shall ensure students with disabilities as defined at N.J.A.C. 6A:14-1.3 participate in Statewide assessments in accordance with N.J.A.C. 6A:14-4.10.
 3. At specific times prescribed by the Commissioner, district boards of education shall administer the AA-AAAS for students with significant intellectual disabilities who have been determined eligible by the IEP team in accordance with N.J.A.C. 6A:14-4.10.

- i. The Department shall implement the AA-AAAS for students with significant intellectual disabilities according to the schedules at (c)1, 2, and 3 above.
 - ii. The Department shall also implement an approved English language proficiency assessment to measure the progress in English language proficiency of MLs who have been determined eligible by the IEP team for an alternate Department-approved English language proficiency assessment for MLs with significant intellectual disabilities.
4. District boards of education shall implement alternative ways for students to demonstrate graduation proficiency in accordance with N.J.A.C. 6A:8-5.1(a)6, (e), (f), or (g), as applicable.
- (e) District boards of education shall be responsible for ensuring the security of all components of the Statewide assessment system that are administered within the school district.

6A:8-4.2 Documentation of student achievement

- (a) After each test administration, the Department shall provide to chief school administrators the following:
 1. Rosters of student performance in each content area;
 2. Individual student reports; and
 3. School and school district summary data, including school and school district means, numbers tested, and percent achieving at each performance level. The school district summary data shall be aggregated and disaggregated, and school summary data shall be disaggregated, for students with disabilities as defined at N.J.A.C. 6A:14-1.3, MLs, and other student groups as required pursuant to State and Federal law.
- (b) District boards of education shall transmit within 10 business days any official records, including transcripts, of students who transfer to other school districts or institutions.

- (c) District boards of education shall maintain an accurate record of each student's performance on Statewide assessments for 100 years, in accordance with N.J.A.C. 6A:32-7.8(f) and State public records laws at N.J.S.A. 47:3-1 et seq.
- (d) District boards of education shall maintain for every student a ninth-grade-through-graduation transcript that includes the following, as available:
 - 1. Results of all applicable State assessments, including assessments that satisfy graduation requirements set forth at N.J.A.C. 6A:8-5.1(a)7;
 - 2. Results of any English language proficiency assessments according to N.J.A.C. 6A:8-5.1(f);
 - 3. Evidence of instructional experience and performance in the NJSLs;
 - 4. Evidence of career education instructional experiences and career development activities;
 - 5. Evidence of State-issued occupational licenses and credentials and/or industry-valued credentials for students enrolled in Department-approved career and technical education programs pursuant to N.J.A.C. 6A:19-3.2;
 - 6. Attainment of the State Seal of Biliteracy, if applicable; and
 - 7. Any other information deemed appropriate by the district board of education.

6A:8-4.3 Accountability

- (a) Chief school administrators shall report final results of Statewide assessments to district boards of education and members of the public at a public meeting within 60 days of receipt of the last set of paper individual student reports for all spring-administered assessments from the Department.

- (b) Chief school administrators shall provide educators, parents, and students with the results of Statewide assessments within 30 days of receipt of information from the Department, pursuant to N.J.A.C. 6A:8-4.2(a).
- (c) District boards of education shall use disaggregated data for the purpose of continuous improvement, to monitor student performance across various student groups, and to monitor student access to advanced coursework, when applicable. Disaggregated data shall be used in conjunction with local data to evaluate the school district's implementation of curriculum and instruction and related accommodations and adaptations pursuant to N.J.A.C. 6A:8-3.2.
- (d) District boards of education shall provide appropriate instruction to improve skills and knowledge for students performing below the established levels of student proficiency in any content area using multiple measures including, but not limited to, the Statewide or local assessments.
- (e) All students shall be expected to demonstrate the knowledge and skills of the NJSLs as measured by the Statewide assessment system in English language arts, mathematics, and science.

6A:8-4.4 Review and evaluation of school districts

The Department shall review the performance of schools pursuant to N.J.A.C. 6A:33 and school districts pursuant to N.J.A.C. 6A:30.

6A:8-4.5 Public reporting

- (a) The Department shall report annually to the State Board and the public on the progress of all students and student groups in meeting the NJSLs, as measured by the Statewide assessment system, by publishing and distributing the Department's annual New Jersey School Report Card in accordance with N.J.S.A. 18A:7E-2 through 5.

- (b) After each test administration, the Department shall report to district boards of education on the performance of all students and of student groups.
- (c) The Department shall report performance on the AA-AAAS with the same frequency and in similar detail as it reports on other Statewide assessments, including school and school district means, and the number and percentage of participating students.
- (d) In public reporting of school and school district performance data, the Department shall not compromise the confidentiality of individual students.

Subchapter 5. Implementation of Graduation Requirements

6A:8-5.1 Graduation requirements

- (a) For a State-endorsed diploma, district boards of education shall develop, adopt, and implement local graduation requirements that prepare students for success in postsecondary degree programs, careers, and civic life, that are delivered by educators who are appropriately certified within each of the NJSLS content areas, and that include the following:
 - 1. Participation in a local program of study of not fewer than 120 credits in courses designed to meet all of the NJSLS, including, but not limited to, the following credits:
 - i. At least 20 credits in English language arts, aligned to grade nine through 12 standards;
 - ii. At least 15 credits in mathematics, including algebra I or the content equivalent; geometry or the content equivalent; and a third year of mathematics that builds on the concepts and skills of algebra and geometry and that prepares students for college and careers;
 - iii. At least 15 credits in evidence-based science courses that develop proficiency with the full range of grades nine through 12 NJSLS for science, which shall include the disciplines of physical science; life

- science; earth and space sciences; and engineering, technology, and applications of science;
- iv. At least 15 credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 2; five credits in world history; and the integration of civics, economics, geography, and global content in all course offerings;
 - v. At least 2.5 credits in financial, economic, business, and entrepreneurial literacy;
 - vi. At least 3 3/4 credits in health, safety, and physical education during each year of enrollment, distributed as 150 minutes per week, pursuant to N.J.S.A. 18A:35-5, 7, and 8;
 - vii. At least five credits in visual and performing arts;
 - viii. At least five credits in world languages or student demonstration of proficiency as set forth at (a)2v(2) below;
 - ix. Technological literacy, consistent with the NJSLs, integrated throughout the curriculum; and
 - x. At least five credits in career readiness, or career and technical education;
2. The 120-credit requirement set forth at (a)1 above may be met through program completion of a range of experiences that enable students to pursue a variety of individualized student learning opportunities, as follows:
- i. District boards of education may establish general policies and procedures for the implementation of individualized student learning opportunities that meet the NJSLs, as well as any performance or competency assessment that will be used to determine student completion of programs.
- (1) Individualized student learning opportunities based upon specific instructional objectives aimed at meeting the NJSLs and intended to supplant NJSLs-based courses shall:

- (A) Be designed, approved, and delivered by appropriately certified educators, except as follows:
 - (I) For approved career and technical education programs and work-based learning experiences, individualized student learning opportunities shall be designed, approved, and supervised by appropriately certified educators in accordance with N.J.A.C. 6A:19-6.4 and 6A:9B-14.19 and 14.20; or
 - (II) For dual enrollment, individualized student learning opportunities shall be reviewed and approved by appropriately certified educators;
 - (B) Include demonstration of student competency approved by appropriately certified educators;
 - (C) Be certified for completion based on the district board of education process adopted in accordance with (a)2v below; and
 - (D) Be on file in the school district and subject to review by the Commissioner or the Commissioner's designee.
- (2) Group programs based upon specific instructional objectives aimed at meeting the NJSLs shall be permitted pursuant to this section and shall be approved in the same manner as other approved courses.
- ii. District boards of education establishing a process pursuant to (a)2i above shall:
- (1) Provide programs and related assessments based on specific instructional objectives aimed at meeting the

NJSLS and overseen by educators appropriately certified within each aligned content area;

- (2) Approve group programs in the same manner as other courses;
- (3) Provide equitable access pursuant to N.J.A.C. 6A:7, Managing for Equity in Education;
- (4) Develop policies that clearly address student safety, transportation, tuition, and fee requirements and comply with applicable laws and rules as set forth at N.J.A.C. 6A:19-4.2; and
- (5) Consider the need for procedures that are consistent with the district board of education's employment practices, including criminal background checks in accordance with N.J.S.A. 18A:6-7.1.

iii. Coursework and experiences may bear credit for core academic courses or elective coursework. District boards of education may establish policies that:

- (1) Allow the granting of credits for summer courses that replace traditional courses;
- (2) Allow the granting of credits for work-based learning experiences, including, but not limited to, internships, apprenticeships, and service-learning;
- (3) Limit opportunities to only courses that are not offered to all students by the district board of education; and
- (4) Prioritize opportunities that are more experiential in nature and not designed to meet the course requirements at (a)1 above.

iv. District boards of education allowing the granting of credit for experiences designed to supplant courses required for graduation as set forth at (a)1 above shall document the experiences' substantial equivalency with the identified

NJSLS and locally adopted curriculum designed to meet the requirements at (a)1 above. The documentation shall be subject to review, in accordance with N.J.A.C. 6A:30, including the instruction and program indicators at 6A:30 Appendices A and B.

- v. District boards of education shall establish a process for granting of credits through successful completion of assessments that verify student achievement in meeting the NJSLS at the high school level, including standards achieved by means of the individualized student learning opportunities set forth at (a)2 above. Such programs or assessments may occur all, or in part, prior to a student's high school enrollment; no such locally administered assessments shall preclude or exempt student participation in applicable Statewide assessments at grades three through 12.
 - (1) District boards of education shall choose assessments that are aligned with the NJSLS and may include locally designed assessments.
 - (2) District boards of education shall determine if students have achieved the level of language proficiency designated as Novice-High as defined by the ACTFL and recognized as fulfilling the world languages requirement of the NJSLS through either Department-approved proficiency assessments or Department-approved locally designed competency-based assessments;
- vi. District boards of education shall establish a process to approve postsecondary learning opportunities that may consist of Advanced Placement (AP) courses, CLEP, International Baccalaureate (IB), or concurrent/dual enrollment at accredited higher education institutions.

- (1) District boards of education shall award credit for successful completion of an approved, accredited college course that ensures achievement of knowledge and skills that meets the NJSLS.
3. Local student attendance requirements;
4. Any other requirements established by the district board of education;
5. Any statutorily mandated requirements for earning a high school diploma;
6. For students in the graduating classes of 2025, 2026, and 2027, completion of a financial aid application in a form prescribed by the Higher Education Student Assistance Authority, including, but not limited to, the Free Application for Federal Student Aid (FAFSA) or the New Jersey Alternative Financial Aid Application, or be exempted from the requirement in accordance with procedures set forth at P.L. 2023, c. 295 and P.L. 2025, c. 95;
7. The requirement that all students demonstrate proficiency by achieving a passing score on the English language arts (ELA) and mathematics components of the State graduation proficiency test or through the alternative means at (f) below, if applicable, or for students who take the State graduation proficiency test but do not achieve a passing score through the alternative means set forth at (e) and (g) below;
8. For students who have not demonstrated proficiency on the ELA and/or mathematics components of the State graduation proficiency test, the opportunity to demonstrate proficiency may be achieved by the following:
 - i. Remediation, as appropriate, pursuant to N.J.S.A. 18A:7C-3; and
 - ii. One or more additional opportunities to demonstrate proficiency on the State graduation proficiency test pursuant to N.J.S.A. 18A:7C-6;
9. The portfolio appeals process, pursuant to N.J.S.A. 18A:7C-3, for students who have not demonstrated proficiency on the ELA and/or mathematics components

of the State graduation proficiency test and have been provided with the opportunities at (a)8 above; and

10. Students graduating from an adult high school shall demonstrate proficiency in the ELA and mathematics components of the State graduation proficiency test, or through the alternative means set forth at (e), (f), and (g) below.
- (b) Through the IEP process set forth at N.J.A.C. 6A:14-3.7 and pursuant to N.J.A.C. 6A:14-4.11, district boards of education may specify alternate requirements for a State-endorsed diploma for individual students with disabilities as defined at N.J.A.C. 6A:14-1.3.
 1. District boards of education shall specifically address any alternate requirements for graduation in a student's IEP, in accordance with N.J.A.C. 6A:14-4.11.
 2. District boards of education shall develop and implement procedures for assessing whether a student has met the specified alternate requirements for graduation individually determined in an IEP.
 - (c) District boards of education shall provide to the executive county superintendent their graduation requirements each year they are evaluated through NJQSAC and update the filed copy each time their graduation policies are revised.
 - (d) District boards of education shall provide each student entering high school and the student's parents or legal guardians with a copy of the district board of education's requirements for a State-endorsed diploma and the programs available to assist students in attaining a State-endorsed diploma, in accordance with N.J.S.A. 18A:7C-5.
 - (e) The alternative means referenced at (a)7 above shall be as follows:
 1. Achieve a passing score, as determined by the Commissioner and approved by the State Board of Education, on a corresponding substitute competency test in English language arts and/or mathematics, as applicable; and/or

2. Demonstrate proficiency through the portfolio appeals process, pursuant to N.J.S.A. 18A:7C-3.
- (f) All MLs shall satisfy the requirements for high school graduation. However, MLs may demonstrate they have attained State minimum levels of proficiency through passage of the portfolio appeals process in their native language, when available, and passage of a Department-approved English language proficiency assessment.
 - (g) Students, including students with disabilities as defined at N.J.A.C. 6A:14-1.3 or eligible pursuant to Section 504 of the Rehabilitation Act, who participate in the alternate assessment based on alternate academic achievement standards (AA-AAAS) for students with significant intellectual disabilities are not required to participate in repeated administrations of high school assessment components required at N.J.A.C. 6A:8-4.1(c).

6A:8-5.2 High school diplomas

- (a) District boards of education shall award a State-endorsed high school diploma to prospective graduates who have met all of the requirements adopted in accordance with N.J.A.C. 6A:8-5.1(a), (b), or (d) below.
- (b) District boards of education shall not issue a high school diploma to any student who does not meet the criteria specified in the rules referenced at (a) above.
 1. District boards of education shall provide students exiting grade 12 without a diploma the opportunity for continued high school enrollment to age 20 or until the requirements for a State-endorsed diploma have been met, whichever comes first.
 2. District boards of education shall allow any out-of-school individual to age 20 who has otherwise met all State and local graduation requirements but has failed to pass the State proficiency test to demonstrate proficiency through alternative means as set forth at N.J.A.C. 6A:8-5.1(a)6 through (f), as applicable, pursuant to the

standards applicable to the student's graduating class. Upon certification of passing the test applicable to the student's class in accordance with this chapter, a State-endorsed diploma shall be granted by the high school of record.

- (c) Pursuant to N.J.A.C. 6A:20-1.4, the Commissioner shall award a State-issued high school diploma based on achieving the Statewide standard score on a New Jersey High School Equivalency Assessment (NJHSEA) to individuals age 16 or older who are no longer enrolled in school and have not achieved a high school credential.
 - 1. District boards of education shall provide students awarded a State-issued high school diploma pursuant to (c) above or (d) below the opportunity for continued high school enrollment to age 21 if eligible pursuant to the IDEA.
- (d) The Commissioner shall award a State-issued high school diploma to individuals age 16 or older and no longer enrolled in high school based on official transcripts showing at least 30 general education credits leading to a degree at an accredited institution of higher education. Included in the 30 general education credits must be a minimum of 15 credits with at least three credits in each of the five general education categories as follows:
English; mathematics; science; social science; and the humanities.
- (e) District boards of education shall award a State-endorsed high school diploma to any currently enrolled student, regardless of grade level, who:
 - 1. Has demonstrated proficiency in the State graduation proficiency test, pursuant to N.J.A.C. 6A:8-5.1(a)7 or as set forth at N.J.A.C. 6A:8-5.1(e).
 - 2. Has presented official transcripts showing at least 30 general education credits leading to a degree at an accredited institution of higher education; and
 - 3. Has formally requested such early award of a State-endorsed high school diploma.

- (f) Pursuant to N.J.S.A. 18A:7C-7 and 18A:7E-3, the chief school administrator shall report annually to the district board of education or the charter school or renaissance school project board of trustees at a public meeting not later than September 30, and to the Commissioner:
1. The total number of students graduated;
 2. The number of students graduated under the substitute competency test process;
 3. The number of students graduated under the portfolio appeals process;
 4. The number of students receiving State-endorsed high school diplomas as a result of meeting any alternate requirements for graduation as specified in their IEPs;
 5. The total number of students denied graduation from the 12th grade class; and
 6. The number of students denied graduation from the 12th grade class solely due to failure to pass the State graduation proficiency test, substitute competency tests, or portfolio appeals process based on the provisions of this chapter.

6A:8-5.3 State Seal of Biliteracy

- (a) A district board of education may award a State Seal of Biliteracy to any student who has met all requirements at N.J.A.C. 6A:8-5.2 and demonstrates proficiency in the following:
1. One or more languages other than English through an assessment approved pursuant to (f) below during the student's next to last or final year of high school.
 - i. Pursuant to P.L. 2015, c. 303, a language other than English shall include, but not be limited to, American Sign Language, Latin, and Native American languages.
 2. English language arts as set forth at N.J.A.C. 6A:8-5.1(a)6 or through a Department-approved English proficiency assessment as set forth at N.J.A.C. 6A:8-5.1(f).
- (b) A district board of education that chooses to award the State Seal of Biliteracy shall incorporate the process into the local graduation policy developed, adopted, and implemented

pursuant to N.J.A.C. 6A:8-5.1(a), denoting participation in the voluntary program. A district board of education choosing to participate shall submit, in accordance with N.J.A.C. 6A:8-5.1(c), a copy of the local graduation policy that reflects the option for students to participate in the State Seal of Biliteracy.

- (c) A district board of education may pay the costs for related assessments and shall include in its revised local graduation requirements whether it will cover the related costs or charge a fee.
- (d) A district board of education that awards the State Seal of Biliteracy shall:
 - 1. Provide the Department with information regarding students who qualify for the State Seal of Biliteracy pursuant to (a) above;
 - 2. Present each student who qualifies pursuant to (a) above with a Department-issued certificate;
 - 3. Include the Commissioner-developed insignia “New Jersey State Seal of Biliteracy” and the language(s) for which it was awarded on the student’s transcript; and
 - 4. Maintain appropriate records to identify students who have earned the State Seal of Biliteracy.
- (e) A district board of education shall not award a State Seal of Biliteracy to any student who does not meet the criteria at (a) above and shall not include the Commissioner-developed insignia on the student’s transcript.
- (f) A list of Department-approved, nationally or internationally recognized assessments and the Statewide scores necessary for a student to satisfy requirements for the State Seal of Biliteracy shall be set by a resolution approved by the State Board of Education.
 - 1. If an approved assessment, pursuant to (f) above, does not exist for a particular language, a district board of education may administer a Department-approved, locally designed proficiency-based assessment.

- (g) The Commissioner shall submit to the Governor and the Legislature by September 1 of each school year a report that includes the number of students awarded the State Seal of Biliteracy in the previous school year, the languages in which the students attained proficiency, and the method(s) by which the students demonstrated proficiency.

Subchapter 6. Preparation for Postsecondary and Career Success

6A:8-6.1 Career education and academic counseling

- (a) In fulfillment of the NJSLS, district boards of education shall develop and implement a comprehensive system for the delivery, to all students, of guidance and academic counseling that facilitates career awareness, exploration, and preparation. The system shall:
1. Be consistent with the NJSLS;
 2. Take into consideration the [2019 American School Counselor Association's National Standards for School Counseling Programs](https://www.schoolcounselor.org/getmedia/a8d59c2c-51de-4ec3-a565-a3235f3b93c3/SC-Competencies.pdf), incorporated herein by reference, as amended and supplemented, and available at <https://www.schoolcounselor.org/getmedia/a8d59c2c-51de-4ec3-a565-a3235f3b93c3/SC-Competencies.pdf>;
 3. Be infused throughout the kindergarten through grade 12 (K-12) curriculum as appropriate for all students;
 4. Be supported by professional learning programs;
 5. Provide developmental career guidance and academic counseling, aligned with the NJSLS, designed to:
 - i. Assist students in making and implementing informed educational and career choices, including opportunities to change career focus;
 - ii. Support students' academic attainment, career development, and personal/social development; and

- iii. Develop students' understanding of the relationships among academic attainment, career development, and personal/social development; and
 - 6. Specify the delivery format, which may include:
 - i. An integrated curriculum that is based on the NJSLS and provides students with the opportunity to engage in contextual learning, service learning, and/or work-based learning to acquire information about their career interests and/or take advanced coursework linked to their career interests; and/or
 - ii. Specialized programs that reflect the needs of students and the community.
- (b) For students with disabilities beginning at age 14, or younger if determined appropriate by the IEP team, district boards of education shall ensure that career guidance and academic counseling are coordinated with transition services provided in accordance with N.J.A.C. 6A:14-3.7.
- (c) In fulfillment of the NJSLS, district boards of education shall develop and implement the following for all students:
 - 1. Curriculum and instructional methods that:
 - i. Include the integration of technological literacy, consistent with the NJSLS;
 - ii. Include the integration of information literacy, consistent with the NJSLS and delivered in partnership by school library media specialists and classroom educators, pursuant to P.L. 2022, c. 138;
 - iii. Provide an understanding of the career applications of knowledge and skills learned in the classroom; and
 - iv. Provide opportunities to apply knowledge and skills learned in the classroom to real or simulated career challenges.
 - 2. A system of career development activities that:

- i. Offers the opportunity to more fully explore career interests that are linked to NJSLs, pursuant to N.J.A.C. 6A:19, Career and Technical Education Programs and Standards;
 - ii. Provides the appropriate format for offering career-development activities based on school district resources, community needs, and student interest;
 - iii. Identifies the delivery format, which may include:
 - (1) An integrated curriculum that is based on the NJSLs and provides students the opportunity to acquire information about their career interests and/or take advanced coursework linked to their career interests; or
 - (2) Specialized programs that reflect the needs of students and the community; and
 - iv. Instills the concept of the need for continuous learning throughout life.
- (d) District boards of education shall offer high school students the opportunity to more actively explore career interests by participating in work-based learning experiences aligned to the NJSLs.
- 1. Work-based learning experiences shall give students opportunities to demonstrate and apply academic knowledge in authentic settings and to develop career and personal/social goals.
 - 2. Students may voluntarily select work-based learning experiences that:
 - i. Are co-curricular or extra-curricular activities; and
 - ii. Take place within the school district, at a work site, or in the community in accordance with N.J.A.C. 6A:19-6.4.
 - 3. District boards of education shall ensure students participating in school-sponsored external work-based learning experiences, either paid or unpaid:
 - i. Are supervised by school personnel in accordance with N.J.A.C. 6A:9B-14.19 and 14.20; and

- ii. Are in approved programs compliant with Federal and State law.

6A:8-6.2 Enrollment in college courses

- (a) District boards of education shall develop, implement, and regularly evaluate strategies that identify, support, and encourage students from diverse backgrounds to enroll in and succeed in college courses.
- (b) District boards of education may enter into a dual enrollment agreement with one or more public institutions of higher education, in accordance with N.J.S.A. 18A:61C-10, to increase the availability of college-level instruction for high school students.
- (c) Credits earned by students pursuant to this section shall be accepted at all New Jersey public higher education institutions, pursuant to N.J.S.A. 18A:61C-11.
- (d) District boards of education may participate in the Twelfth Grade Postsecondary Transition Year Pilot Program, pursuant to P.L. 2023, c. 272, through a competitive grant award contingent upon available funds held within the Innovation Dual Enrollment II Fund.