

Inclusive Schools & Inclusive Curriculum

Implementation of New Jersey's LGBTQ & Special Needs Law (2020)

Neptune Township School District

November 2021



Session Objective and Professional Learning Standard

Session Objective:

- To provide an overview of the LGBT and People with Disabilities Law
- To share resources aligned to creating a supportive, safe and respectful school/classroom environment

New Jersey Professional Learning Standards

Standard 3 Learning Environments - Creation of a supportive, safe, and respectful environment

Standard 11 Ethical Practice - Compliance with legal and ethical responsibilities and use of integrity and fairness to promote student success

Fostering a school environment that protects students from sexually, physically, verbally, or emotionally harassing behavior

People with Disabilities and LGBT Mandate

On January 31, 2019 Governor Murphy signed into law the act requiring instruction and instructional materials inclusive of disabled and LGBT people starting in the 2020-2021 school year.

C.18A:35-4.35 History of disabled and LGBT persons included in middle and high school curriculum.

1. A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards.

C.18A:35-4.36 Policies, procedures pertaining to inclusive instructional materials.

2. A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of section 1 of this act. When adopting instructional materials for use in the schools of the district, a board of education shall adopt inclusive instructional materials that portray the cultural and economic diversity of society including the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, where appropriate.

LGBT and Disabilities Law (N.J.S.A. 18A:35-4.35)

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, *in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards*. N.J.S.A.18A:35-4.36

A board of education shall have *policies and procedures in place pertaining to the selection of instructional materials* to implement the requirements of N.J.S.A. 18A:35-4.35

Tolerance, Acceptance and Appreciation

*Our job is to educate and model tolerance
ensuring every student in our school is valued and respected.*

There is no political agenda around safety and keeping kids safe.



A Message from the NTSD Office of Curriculum, Instruction and Assessment

We are conscious of providing age-appropriate and developmentally-appropriate lessons and activities that meet all of our students' individual needs when addressing people with disabilities and LGBTQ-visibility and inclusion.

Our primary goal is to create a safe place where all students and staff can work, learn and play. Our focus is on working together as one community through this practice. We encourage you to reach out to us or our teachers throughout the year if you have any questions or would like further information as we support our students in this important work.

Creating a Safe Place for ALL



2019 National School Climate Survey Results - The WHY

- Discrimination against and mistreatment of LGBTQ students results in:
 - More missed school
 - Lower GPAs
 - Lower self-esteem
- 86% of LGBTQ+ students were harassed or assaulted at school
- LGBTQ+ students feel safer and more supported with:
 - Comprehensive anti-bullying and anti-discrimination policies
 - Teachers and school staff who are supportive of LGBTQ students
 - Gender and Sexuality Alliances
 - An LGBTQ+ inclusive curriculum
- No Name-Calling Week (mid-January; changes annually)
- Day of Silence - April 8, 2022; April 14, 2023; April 12, 2024; April 11, 2025

Addressing Name-calling, Harassment & Bullying

1. **Address Name-calling, Harassment & Bullying immediately.** Concentrate on stopping the behavior in that moment. Sometimes it's a simple response to a derogatory term - "That language is unacceptable in this classroom/school/here." Remember, no action is an action.
2. **Name the Behavior. Describe what you saw and label the behavior.** "That word is derogatory and is considered name-calling. That language is unacceptable."
3. **Use the Teachable Moment or Create One.** Make sure to educate after stopping the behavior. Decide if you are going to educate in the moment or later, and if it will be publicly or privately. If you decide to educate later you will need to create the teachable moment. You can then take this opportunity to teach one class, the entire grade or the whole school about language and behaviors that are acceptable and those that are not.

4. Support the Targeted Student. Support the student who has been the target of the name-calling, bullying or harassment. Do not make assumptions about what the student is experiencing. Ask the student what they need or want. You will have to decide whether to do this in the moment or later, and if it will be publicly or privately.

5. Hold Students Accountable. Check school policy and impose appropriate consequences. Make sure disciplinary actions are evenly applied across all types of name-calling, bullying and harassment.

GLSEN, 2019

“Books are sometimes WINDOWS, offering views of worlds that may be real or imagined, familiar or strange. These windows are also SLIDING GLASS DOORS, and readers have only to walk through in imagination to become part of whatever world has been created or recreated by the author. When lighting conditions are just right, however, a window can also be a MIRROR.”

Dr. Rudine Sims Bishop

“Mirrors, Windows and Sliding Doors”

Video: “Mirrors, Windows and Sliding Glass Doors

<https://cynthialeitichsmith.com/2018/04/video-rudine-sims-bishop-on-mirrors/>

Rudine Sims Bishop (1:33)

Learning Outcomes of Inclusive Classrooms

Inclusive classrooms provide students with *the opportunity to learn positive social skills while learning academic material.*

- Students learn respect for others who may be different from themselves
- Students develop a more positive attitude because they learn to reduce stereotypes

LGBTQ Inclusion



LGBTQ-Inclusive Curriculum Benefits ALL Students by:

- Exposing them to more inclusive and accurate accounts of history
- Help them have better understanding of LGBTQ people
- Encouraging them to challenge stereotypes about LGBTQ people
- Promoting acceptance

LGBTQ-inclusive curriculum benefits LGBTQ students by:

- Validating their existence and experience
- Reinforcing their self-worth
- Providing space for their voices

Rudine Sims Bishop (1990)

Reflection:

What are messages you received about gender while growing up from your family?

Gender is all around us...

- Often receive our first message about gender at a young age
- Messages may embody stereotypes or challenge such stereotypes
- Influenced by social norms

Some examples may include:

Pink for girls; Blue for boys

Toys

Professions

Responsibilities/Chores

Elementary



Inclusive Messages

Creating schools that nurture academic achievement, provide physical and emotional safety and welcome all students are common goals for all educators.

- Create gender-expansive environments that affirm all children by reducing gender role stereotyping and allowing them to express their interests and find confidence in their strengths.

Develop classroom messages that emphasize “All children can...”

Use inclusive phrases to address your class – students, children or scholars.

Group students in ways that do not rely on gender – table groups, letters in their names, colors of their clothes... www.welcomingschools.org

Be a role model! Give examples of how you or people you know like to do things outside of gender stereotypes. Model gender diversity in your own manner of expression.

Gender Neutral Classrooms

1. Our students are the focus. They are the ones to tell us who they are and how they feel comfortable.
2. Gender is not as important as we may think. There are so many characteristics we can take into account when dealing with people.
3. If you do not know about something, just ask. Asking shows you care and makes everybody feel included.
4. Inclusive Terms
 - Friends, Readers, Writers, Students, People, Everyone
 - Written communication/Greetings - Dear Families
5. Grouping: Avoid grouping by gender

Responding to a Student Who Shares

- Thank you for sharing that with me!
- Can you tell me what that means for you?
- How can I incorporate this into our work together?
- How can I support you?
- Is there anything else you would like me to know?

Suggestions for Gender Neutral Words

AVOID:

Men/Women

Mankind

Policeman

Fireman

Mailman

Freshman

Salesman

Waiter/Waitress

Brothers/Sisters

King/Queen

Mother/Father

USE INSTEAD:

Humans/People

Humankind/Humanity

Police Officer

Firefighter

Mail Carrier

First-year student

Salesperson/Sales rep

Server

Sibling

Royalty

Grownups (for younger children)

**We don't have a separate
“LGBTQ Curriculum.”**

Guidance for Lesson Plans

- Use lesson plans that help students see, appreciate and understand one another as individuals.
- Use lesson plans that help children identify gender stereotyping and limits such as examining popular culture, advertising, picture books or toys for children.
- Discuss and practice ways students can stop gender stereotyping and put-downs in school.
- Teach ways for students to be allies and stick up for one another.
- Integrate gender topics into the curriculum through story problems, writing prompts, readings, art assignments or music

Classroom Activities

- Read books that encourage discussion of gender assumptions and that challenge gender stereotypes and limits.
- Provide role models through books – biographies or fictional – that show a wide range of occupations and achievements for all genders.
- Invite guest speakers who expand the vision of ways to achieve and thrive that are gender-expansive

Early Elementary

- Ensure that family studies show examples and use language that includes a variety of family structures including but not limited to families with LGBTQ parents.
- Address identity and reflections around gender stereotypes using [Ready Set Respect.pdf](#), inclusive read-alouds, and GLSEN's lesson I Am Me: Talking About Identity.

Upper Elementary

- GLSEN's Identity Flowers lesson encourages students to explore their own identities and personal experiences with race, culture, ability, family structure, religion or spirituality, and gender identity and expression.
- Additional lessons for elementary students in the No Name-Calling Week program at www.glsen.org/nncw.
- In science, elementary students can explore informational texts about animals that highlight their diversity in gender and family structure.
- Health educators can use these Principles of Gender- Inclusive Puberty and Health Education for more information and best practices.

Middle School and High School



Creating Gender Inclusive Classrooms



- Confidentiality
- Consider your language (use of pronouns instead of someone's name)
- Consider your practices (grouping, etc.)
- New Jersey Department of Education Guidance
 - <https://www.nj.gov/education/students/safety/sandp/transgender/>



Why Pronouns Matter

Middle School

- GLSEN's Challenging Assumptions lesson provides students an opportunity to experience what it's like to be labeled in a negative way, and as a result, develop empathy for those who others label, even though those labels don't fit.
- Educators are mindful of vocabulary and use visuals such as GLSEN's Gender Triangle to distinguish between gender identity, gender expression, and bodies.
- Math: Diversify examples in word problems
 - Derek went with his fathers to purchase.....
- Social Studies/History: https://www.pbs.org/independentlens/content/two-spirits_map-html/
- Science: Gender Inclusive Biology
 - Teach about biology and the human bodies in ways that does not reinforce gender binaries, and includes intersex people. For example, when having conversations involving chromosomes, highlight how not all people born with XX chromosomes identify as women to distinguish between sex, gender, and gender identity.
- Health: LGBTQ identities are present when discussing healthy relationships, boundaries, and consent

High School

- GLSEN's Learning Empowerment and Self-Identification encourages students to explore how self-identification can be empowering, and have discussions about what it means to be proud of the labels and identities that we all hold. They will also explore the damage that can be done when someone applies labels to another person without that person's permission (consent).
- Science/Social Studies/Health: From learning about meiosis to talking about natural selection, students learn about sex, gender, and gender identity using a diverse representation.
 - Acknowledge how western culture traditionally views reproduction (between cisgender men and a women) and how many stories are different from that "traditional view."
 - Include the identity and history of scientific figures in relevant lessons, such as Alan Turing in biology lesson or Sally Ride in a physics lesson around velocity and trajectory.
 - Sexual health educators check in with students to answer questions and ensure that they are receiving information and is relevant to them.
 - Word problems in Chemistry and physics can be another opportunity to highlight LGBTQ people, families, and relationships.

Neptune High School also offers students a Race, Class and Gender elective.

Examples of Integration Opportunities

- Learning about the thousands of gay men put in Nazi concentration camps and forced to wear pink triangles that were used by the Nazis to persecute gay men in concentration camps and decades later a symbol of pride for the gay rights movement (integrated when learning about the Holocaust)
- Learning about the events and people involved in the Stonewall riots in New York City 50 years ago — a historic event that sparked the modern gay rights movement.
- Alignment to New Jersey Student Learning Standards
 - Why did LGBT people have to hide in society?
 - What symbols exist (both old and new) that celebrate LGBT people's differences?
 - What were some of the groups that did not believe the LGBT community should have certain rights?
 - What did the Supreme Court ruling of 2015 change for LGBT people?
 - How did the AIDS crisis impact the LGBT community? Socially? Politically? Economically?
 - Why is discrimination and harassment against the LGBT community so prevalent?
 - What might the “American Dream” mean if you identify as LGBT?
 - What recent events have shaped the LGBT community?
 - How does it impact their safety, freedom, equality, and concept of justice?
 - Describe the reasons why LGBT people in history are often portrayed as being straight/heterosexual or cisgender.

Gay Straight Alliance (GSA)

The Neptune Gay Straight Alliance (GSA) serves to bridge the gap between gay and straight students at Neptune High School by providing a safe space and supportive community setting for all students. The GSA provides support, resources, and information that caters to our LGBTQ+ community and their allies, and works to tackle issues facing all students regardless of sexual orientation and/or background.

The GSA participates in the many national events initiated by Gay, Lesbian & Straight Education Network (GLSEN) such as Ally Week, Transgender Awareness Week, the Day of Silence, National Coming Out Day, and of course Pride month in June. In working with GLSEN, the GSA has also been able to locate and network with neighboring GSAs. The club also participated in a new podcast called the Queer Teen Podcast that is available on Spotify and iTunes.

Terminology

- **LGBTQ** is an acronym for “lesbian, gay, bisexual, transgender, and queer/questioning.”
 - **Lesbian** a homosexual woman. The word lesbian is also used for women in relation to their sexual identity or sexual behavior, regardless of sexual orientation, or as an adjective to characterize or associate nouns with female homosexuality or same-sex attraction.
 - **Gay** is a term that primarily refers to a homosexual person or the trait of being homosexual.
 - **Bisexual** sexually attracted not exclusively to people of one particular gender; attracted to both men and women
 - **Transgender** is a term for an individual whose gender identity and/or gender expression differs from those typically associated with the sex and gender assigned at birth.
 - **Queer/Questioning**
- **Gender Identity** means a person's internal, deeply held sense of gender. All people have a gender identity, not just transgender people. For transgender people, the individual's internal gender identity is not the same as the gender assigned at birth.

- **Gender Expression** means external manifestations of gender, expressed through a person's name, pronouns, clothing, haircut, behavior, voice, and/or body characteristics. Society identifies these cues as masculine and feminine, although what is considered masculine or feminine changes over time and varies by culture.
- **Assigned Sex at Birth (ASAB)** refers to the biological sex designation recorded on a person's birth certificate upon the initial issuance of that certificate, should such a record be provided at birth. Gender Assigned at Birth refers to the gender a child is assigned at birth or assumed to be, based on their biological sex assigned at birth. •
- **Sexual Orientation** describes a person's enduring physical, romantic, and/or emotional attraction to another person. Gender identity and sexual orientation are not the same. A transgender person may be straight, lesbian, gay, bisexual, or asexual. For example, a person who transitions from male to female and is attracted solely to men may identify as a straight woman.
- **Transition** is the process by which a transgender person recognizes that their authentic gender identity is not the same as the gender assigned at birth, and develops a more affirming gender expression that feels authentic. Some individuals socially transition, for example, through dress, use of names and/or pronouns. Some individuals may undergo a physical transition, which might include hormone treatments and surgery. School district personnel should avoid the phrase “sex change,” as it is an inaccurate description of the transition process; the process is more accurately described as “gender-confirming.”

- **Gender nonconforming** describes a person whose gender expression does not conform to the gender expectations of their family or community. Gender nonconformity is not necessarily an indication that a youth is transgender; many non-transgender youth do not conform to stereotypical expectations. •
- **Gender Expansive/Gender Diverse/Gender Fluid/Gender Non-Binary/Agender/Gender Queer** are terms that convey a wider, more flexible range of gender identity and/or expression than typically associated with the binary gender system. For example, students who identify as gender queer or gender fluid might not identify as boys or girls; for these students, the non-binary gender identity functions as the student's gender identity. •
- **Cisgender** refers to individuals whose gender identity, expression, or behavior conforms with those typically associated with their sex assigned at birth.
- **Non-binary** Non-binary or genderqueer is an umbrella term for gender identities that are neither male nor female—identities that are outside the gender binary.

“Last, but not least, listen!

Our students (and people in general) have a lot to tell us.

We just need to be willing to listen.

We do not need to understand.

We just need to respect and accept.”

Welcoming Schools

People With Disabilities Inclusion



“It is time we take our focus off of disabilities, and place it on capabilities, so we can see the person first.”

Robert M. Hensel

Terminology Tips

- PUT THE PERSON FIRST.

Say “person with a disability” rather than “disabled person.” Say “people with disabilities” rather than “the disabled.” For specific disabilities, saying “person with Tourette syndrome” or “person who has cerebral palsy” is usually a safe bet. Still, individuals do have their own preferences. If you are not sure what words to use, ask.

- Say “person who uses a wheelchair” rather than “confined to a wheelchair” or “wheelchair bound.” The wheelchair is what enables the person to get around and participate in society; it’s liberating, not confining.

- With any disability, avoid negative, disempowering words like “victim” or “sufferer.” Say “person with AIDS” instead of “AIDS victim” or “person who suffers from AIDS.”
- Many people who are Deaf communicate with sign language and consider themselves to be members of a cultural and linguistic minority group. They refer to themselves as Deaf with a capital “D,” and may be offended by the term “hearing impaired.” Others may not object to the term, but in general it is safest to refer to people who have hearing loss but who communicate in spoken language as “hard of hearing” and to people with profound hearing losses as Deaf or deaf.

Signage - Accessibility



WHEELCHAIR ACCESS



**ASSISTIVE LISTENING FOR
PEOPLE WHO HAVE A HEARING
LOSS**



**SIGN-LANGUAGE
INTERPRETER**



TTY/TDD

Note:

Be sure to use the verbal description, along with the symbol.

As signage, enlarge the symbol and place it where it will be most visible.

NHS Unified Sports Club

Unified Sports® joins people with and without disabilities (known as Unified partners) on the same team. Dedicated to promoting social inclusion through shared sports training and competition experiences, it was inspired by a simple principle: training together and playing together is a quick path to friendship and understanding.

Player Development and Mentoring

Teammates of higher abilities serve as mentors to assist teammates of lower abilities in developing sport-specific skills, tactics, and in successfully participating in a cooperative team environment.

Neptune High School students participate at the **Competitive Level**.

Players with and without disabilities participate together as teammates on sports training and competition teams. Athletes and Unified partners must be of similar age and ability level.

Each Unified Champion School is required to have an inclusive Play Unified Club where students with and without intellectual disabilities can work together to organize social and sports activities. These clubs collaborate with their athletic department, and sometimes other schools, to organize and host Unified Sports® events.

Events and Competitions

Future plans include a Shore Conference tournament inviting the community together to cheer on our NHS Unified team.

For more information about Unified Sports visit www.sonj.org or contact Mr. Rick Arnao, Administrator of Athletics and Co-curricular Activities

Neptune Supporters of Diverse Learners

Neptune Supporters of Diverse Learners is a parent led Special Education Advisory Group for Neptune Township School District. Group meetings, events, and information sessions are open to ALL families and staff of Neptune Township School District.

Mission:

- To work for the understanding of, respect for, and support of children with diverse learning styles and needs including children with disabilities, educational, or developmental delays who receive or may receive special education and/or related services from Neptune Township School District through an IEP or 504;
- To promote a network of parents of students with disabilities, educational, or developmental delays who receive or may receive special education and/or related services from Neptune School District and to provide a forum to share information and concerns;
- To advise the Director of Special Services, the Superintendent, and the School Committee regarding professional development and parent concerns;
- To promote communication between Neptune SODL members, local, state and national organizations, councils, and groups; and,
- To promote communication and programs within the community to encourage understanding, acceptance, and inclusion of all children with disabilities, delays, and other diverse learning styles
-

Purpose of the group:

- To promote a network of parents of children with special needs, and to provide the forum to share information.
- To promote communication and programs within the community to encourage understanding, acceptance and inclusion.
- To promote communication between the members of the Neptune Supporters of Diverse Learners and the Neptune Teachers and Staff of Special Education and General Education.
- To provide informational forums to parents, teachers, students and professionals.

Resources

https://www.neptuneschools.org/apps/pages/index.jsp?start=0&sREC_ID=d359366&linkLabel=&uREC_ID=359366&type=d&termREC_ID=&id=&hideMenu=&pREC_ID=links

Representation and Inclusion of People with Disabilities



PEOPLE WITH DISABILITIES are individuals with families, jobs, hobbies, likes and dislikes, and problems and joys. While the disability is an integral part of who they are, it alone does not define them.

*Don't make them into disability heroes or victims.
Treat them as individuals.*

Well Known Individuals with Autism

- Dan Aykroyd - actor, comedian, screenwriter and singer (Asperger Syndrome)
- Susan Boyle - singer/musician who became a global star (Asperger Syndrome)
- James Durbin - finalist on the 10th season of American Idol (Tourettes and Asperger's Syndromes)

Well Known Individuals with Dyslexia

- Anderson Cooper - CNN news anchor
- Tom Cruise - actor
- Walt Disney (1901-1966) - cartoonist
- Albert Einstein (1875-1955) - German born physicist who developed the theory of relativity
- Whoopi Goldberg - comedian, actor and talk-show host
- Daniel Radcliffe - actor and star of Harry Potter movies

Well Known Individuals who are Deaf or Hard of hearing

- Ludwig van Beethoven (1770 -1827) - 18th century classical composer (deafness)
- Derrick Coleman - NFL player with Seattle Seahawks (deafness)
- Thomas Edison (1847 - 1931) - inventor (hard of hearing)
- Claudia Gordon - advisor on disability issues to President Obama and the 1st black deaf lawyer in the United States
- Marlee Matlin - actress (deafness)

Well Known Individuals with a Learning Disability

- Agatha Christie (1890-1976) - English crime novelist, short story writer and playwright
- Charles Schwab - financier

Well Known Individuals with Polio

- Dorothea Lange (1895 - 1965) - Depression photographer
- Franklin D. Roosevelt (1882 - 1945) - 32nd president of the United States (also Paraplegic but hid from the public)
- Wilma Rudolph (1940-1995) - 1st African American woman to win 3 gold medals in one Olympic game

Well Known Individuals with Speech Delay/Speech Impairment

- James Earl Jones (actor) - stuttering
- Marc Anthony (actor, singer, record producer & television producer) - stuttering
- Joseph Biden (President of the United States) - speech impediment, stuttering
- Amanda Gorman (inaugural poet) - auditory processing and speech impediment/disorder

Well Known Individuals with Seizure Disorder

- Julius Caesar (100 BC - 44 BC) - Roman Emperor
- Danny Glover - actor, film director and activist (Epilepsy)
- Harriet Tubman (c. 1820 - 1913) - born into slavery and was an anti-slavery activist, women suffragist and Union spy during the American Civil War (seizures)

Well Known Individuals with Blindness and Vision Impairment

- Ray Charles (1930-2004) - singer, songwriter, musician, composer (Blindness)
- Sammy Davis Junior (1925-1990) - dancer and singer/songwriter (Vision impairment/Cancer)
- Helen Keller (1880-1968) - educator/activist (Deaf-Blindness)
- Stevie Wonder - musician, songwriter (Blindness)

Well Known Individuals with Paraplegia

- Stephen Hawking - British astrophysicist (Amyotrophic Lateral Sclerosis aka Lou Gehrig's' Disease/Paraplegia)
- Itzhak Perlman - classical musician/violinist (Polio/Paraplegia)
- Christopher Reeve - actor, director and activist (Quadriplegia following a spinal cord injury)
- Eric LeGrand - former All American football defensive tackle/activist/fundraiser for a cure/business owner/football analyst (paralyzed following spinal cord injury while making a tackle)

Well Known People with Other Disabilities

- Chris Burke - actor/folk singer (Down Syndrome)
- Vincent van Gogh - painter/artist (Bipolar)
- Justin Timberlake - singer-songwriter, actor and entrepreneur (Attention Deficit, ADHD)
- Michael J Fox - actor, author, producer and activist (Parkinson's Disease)

DisabilityEtiquette.pdf

<https://drive.google.com/file/d/1CWu6wJ9RqqVXXyscnrUQpRNqvSPOToSB/view?usp=sharing>

Disability Related Information & Referral

- **NJ Division of Disability Services (DDS) 1-888-285-3036**
For assistance navigating statewide disability-related supports and services
- **Aging and Disability Resource Connection (ADRC) 1-877-222-3737**
For assistance navigating statewide caregiver and other services available for older NJ residents
- **NJ Division of Developmental Disabilities (DDD) 1-800-832-9173**
For accessing services for adults (ages 21 and older) with intellectual/ developmental disabilities
- **PerformCare 1-877-652-7624** For accessing services for children and adolescents (up to age 21) with behavioral health challenges, emotional challenges, and/or intellectual/ developmental disabilities
- **NJ Division of Deaf and Hard of Hearing 1-800-792-8339**
- **Commission for the Blind and Visually Impaired 1-877-685-8878**

FINAL 2019 DHS NJ Resource Guide.pdf

<https://drive.google.com/file/d/1UvgqcEZ4GYROVtWFkP4-AK7H90m4MgHu/view?usp=sharing>

Selection of Materials

Policies and Procedures

A board of education shall have *policies and procedures in place pertaining to the selection of instructional materials* to implement the requirements of N.J.S.A. 18A:35-4.35

Neptune Township School District Policies and Regulations

[Policy 2530 Resource Materials](#)

[Regulation 2530 Resource Materials](#)

[Policy 2510 Adoption of Textbooks](#)

[Regulation 2510 Adoption of Textbooks](#)

[DRAFT Resources to Support Inclusive Teaching Aug 2021](#)

Teacher Resources

Inclusive Curriculum Lessons: www.glsen.org/curriculum

Changing the Game: for PE teachers, coaches, and athletic directors www.glsen.org/sports

Gender Sexuality Alliance (GSA): Find more activities and discussion topics at www.glsen.org/gsa

Gender: A Place to Begin <http://www.welcomingschools.org/pages/gender-and-children-a-place-to-begin/>

Get the Facts (Health) www.glsn.org/health

Gender Spectrum <https://www.genderspectrum.org/resources/education-2/>

Make It Better for Youth <https://makeitbetter4youth.org/>

No Name-Calling Week: Lessons on addressing name-calling and bullying go to www.glsen.org/nncw

Safe Schools Coalition <http://www.safeschoolscoalition.org/blackboard-teachers.html>

Student Recommendations for Creating Inclusive Classrooms

<https://fishyteaching.com/2017/04/02/creating-inclusive-spaces-my-students-recommendations/>

National Association of the Deaf

<https://www.nad.org/resources/american-sign-language/community-and-culture-frequently-asked-questions/>

Deaf Linx <http://www.deaflinx.com/DeafCommunity/identity.html>

Additional Resources

Biography: Historical and Celebrity Profiles www.biography.com

Council for Exceptional Children of NJ <https://njcec.org/>

Disability Social History Project www.disabilityhistory.org

Disabled Women on the Web www.disabilityhistory.org/diva

Gender & Sexuality Development Clinic at The Children's Hospital of Philadelphia

SelfAdvocateNet.com <http://www.selfadvocatenet.com>

SPAN Parent Advocacy Network

Understood www.understood.org

United Spinal Association www.unitedspinal.org

Welcoming Schools www.welcomingschools.com

[Why Pronouns Matter](#)

Closing Remarks

“Inclusive learning and teaching **recognizes all students’ entitlement to a learning experience that respects diversity**, enables participation, removes barriers and anticipates and considers a variety of learning needs and preferences.”

In an inclusive classroom, every student feels safe and has a sense of belonging.

For additional information visit our district website at www.neptuneschools.org or

contact: Sally A. Millaway, Ed.D., Director of Curriculum, Instruction and Assessment

samillaway@neptune.k12.nj.us.