

# 2016 NJPSA Legislative Conference



## Laws of the 216th Legislative Session Impacting Education, Students, School Leaders, and Schools

### ★ **Assessment**

**P.L.2015, c. 134 (A-3079)**

**Sponsor:** Jasey (D-27)

**Summary:** Prohibits administration of standardized assessments in kindergarten through second grade.

**Subject:** Assessment

**Date Signed:** 11/09/2015

**Effective Date:** The beginning of the 2016-2017 school year.

**Impact on Schools:** Provides that a school district may not administer a commercially-developed standardized assessment to students enrolled in kindergarten through the second grade unless the assessment will be used for diagnostic or formative assessment purposes and is administered by a teaching staff member to identify particular student learning need or the need for special services, or to modify instructional strategies for an individual student's learning. The law also excludes from its provisions any teacher or school district developed assessment.

**Position:** Support

**P.L.2015, c. 157 (A-4485)**

**Sponsor:** Diegnan (D-18)

**Summary:** Prohibits withholding of State school aid based on student participation rate on State assessments.

**Subject:** Assessment

**Date Signed:** 11/09/2015

**Effective Date:** 11/09/2015

**Impact on Schools:** Prohibits the Commissioner of Education from withholding State school aid from a school district based on the participation rate of its students on a State assessment.

**Position:** Support

### ★ **Attendance**

**P.L.2015, c. 96 (S-2484)**

**Sponsors:** Codey (D-27)

**Summary:** Requires DOE to conduct study on options and benefits of instituting later school start time in middle school and high school.

**Subjects:** Attendance

**Date Signed:** 08/10/2015

**Effective Date:** 08/10/2015

**Impact on Schools:** Requires the New Jersey Department of Education (NJDOE) to conduct a study on the issues, benefits, and options for instituting a later start time to the school day in middle school and high school, culminating in a report that will include recommendations on the advisability of establishing a pilot program to test later school start times in select middle schools and high schools throughout the State that are interested in participating in the program. The study will:

- 1) consider the recent recommendations of the American Academy of Pediatrics on the establishment of later school start times;
- 2) include an assessment of the health, academic, and safety benefits associated with establishing later start times in middle schools and high schools;
- 3) evaluate any potential negative impacts on school districts and families that may be associated with a later start time and consider strategies for addressing potential problems; and
- 4) review all available literature and data on the experiences of school districts in the nation that have instituted later start times.

**Position:** Neutral

## **P.L.2015, c.161 (S-1946)**

**Sponsor:** Sacco (D-32)

**Summary:** Permits school district to request and receive from MVC name and address of student's parent or guardian to verify student's eligibility for enrollment in school district.

**Subject:** Attendance

**Date Signed:** 12/02/2015

**Effective Date:** 12/02/2015

**Impact on Schools:** Allows a school district to request from the New Jersey Motor Vehicle Commission (MVC), in order to verify a student's eligibility to enroll in the district, a parent or guardian's name and address. MCV is required to establish procedures for disclosing the requested information to a district.

**Position:** Support

## **P.L.2015, c.228 (S-1687/A-4924)**

**Sponsor:** Ruiz (D-29)/Diegnan (D-18)

**Summary:** Permits students made homeless by act of terrorism or natural disaster to attend tuition-free the school district in which they resided prior to being homeless for two school years after the event.

**Subject:** Attendance

**Date Signed:** 01/19/2016

**Effective Date:** 01/19/2016

**Impact on schools:** Allows a student who moves from one school district to another as a result of being homeless due to an act of terrorism or a natural disaster, to continue to enroll in the school district in which the parent last resided prior to becoming homeless for up to two full school years. The new law further provides that during the two-year period, if the student is enrolled in the district in which the parent last resided prior to becoming homeless and the student's parent remains homeless for that period, no tuition will be required to be paid for the student's attendance in that district and the district will be responsible for the student's transportation to and from school.

**Position:** Neutral

## **P.L.2015, c.269 (A-1667/S-2155)**

**Sponsor:** Johnson (D-37)/Van Drew (D-1)

**Summary:** Permits child whose parent or guardian is ordered into active military service to remain enrolled in school

district where child's parent or guardian resided prior to active military service.

**Subject:** Attendance

**Date Signed:** 01/19/2016

**Effective Date:** 01/19/2016

**Impact on Schools:** Permits a child whose parent or guardian is a member of the New Jersey National Guard or a member of the reserve component of the armed forces of the United States and who has been ordered into active military service in any of the armed forces of the United States in a time of war or national emergency to remain enrolled in the school district in which the child's parent or guardian is domiciled at the time of being ordered into active military service, regardless of where the child resides during the period of active duty. The law also provides that the school district is not responsible for providing transportation for the child if the child lives outside of the district. Following the return of the child's parent or guardian from active military service, the child's eligibility to remain enrolled in the school district will cease at the end of the current school year unless the parent or guardian is domiciled in the school district.

**Position:** Support

## **P.L.2015, c.297 (A-4148/S-2731)**

**Sponsor:** Andrezejczak (D-1)/Van Drew (D-1)

**Summary:** Provides an excused absence on Veterans Day for pupil who participates in certain activities for veterans or active duty members of United States Armed Forces or New Jersey National Guard.

**Subject:** Attendance

**Date Signed:** 01/19/2016

**Effective Date:** 01/19/2016

**Impact on Schools:** Provides that any pupil of a public school who is absent from school on November 11, Veterans Day to attend a ceremony honoring a veteran or a member of the United States Armed Forces or the New Jersey National Guard returning from overseas deployments, or assisting a veteran at a hospital, food shelter, or any similar facility, have the absence recorded by the school district as an excused absence upon providing documentation of participation in the activity to the school district.

**Position:** Neutral

## **Certification**

### **P.L.2015, c.111 (S-165)**

**Sponsor:** Whelan (D-2)

**Summary:** Authorizes a teacher leader endorsement to the instructional certificate.

**Subject:** Certification

**Date Signed:** 09/08/2015

**Effective Date:** 12/07/2015

**Impact on Schools:** Establishes a Teacher Leader Endorsement Advisory Board in the Department of Education. The board is tasked with creating a set of recommended requirements for educators to complete in order to be eligible to become a teacher leader. Once the requirements are implemented by the NJDOE, the advisory board would help oversee the process, making recommendations to improve or adjust the qualification requirements and assess the overall effectiveness of the program. Within five years, the board would be required to make recommendations to the DOE and the State Board of Education regarding non-supervisory roles and responsibilities for which a teacher leader endorsement should be required. The new law allows for state colleges and universities, educational organizations or other non-profit entities – or any combination thereof – to apply through the DOE to offer a program of study that would enable educators to be eligible for a teacher leader endorsement.

**Position:** Support

## **Construction**

### **P.L.2015, c.257 (S-3247/A-4928)**

**Sponsor:** Ruiz (D-29)/Sumter (D-35)

**Summary:** Eliminates cap on cost of SDA district school facilities projects that may be constructed by district and included in capital outlay budget.

**Subject:** Construction

**Date Signed:** 01/16/2016

**Effective Date:** 01/16/2016

**Impact on Schools:** Under prior law, a Schools Development Authority (SDA) (former Abbott) district could include in its annual capital outlay budget and construct one or more school facilities projects if the cost of each project did not exceed \$500,000 and the Commissioner of Education approved the inclusion of

the project upon a demonstration by the district that its budget includes sufficient funds to finance the project. The new law eliminates the \$500,000 cap on the cost of projects that may be constructed by an SDA district and included in its annual capital outlay budget. The law also provides that the Commissioner will approve the inclusion in consultation with SDA. The Commissioner's approval may also contain specific conditions including, but not limited to, a requirement that the district follow the design requirements and materials and system standards established by the development authority.

**Position:** Support

## **Education-Curricula**

### **P.L.2015, c.87 (S-1760)**

**Sponsors:** Allen (R-7)

**Summary:** Recognizes American Sign Language as a world language for meeting high school graduation requirements.

**Subjects:** Education - Curricula

**Date Signed:** 08/10/2015

**Effective Date:** 07/01/2016

**Impact on Schools:** Provides that American Sign Language (ASL) be recognized as a world language for the purpose of meeting any State or local world language requirement for high school graduation. Prior to enactment of the new law, New Jersey regulation allowed for ASL to be counted toward the world language requirement.

**Position:** Support

### **P.L.2015, c.221 (S-489/A-4926)**

**Sponsor:** Cunningham (D-31)/Diegnan (D-18)

**Summary:** Authorizes institutions of higher education to grant college credit to high school students who complete the Jersey Boys State or Jersey Girls State program.

**Subject:** Education-Curricula

**Date Signed:** 01/19/2016

**Effective Date:** 01/19/2016

**Impact on Schools:** Allows students to receive college credit for completion of a Jersey Boys State or Jersey Girls State Program.

**Position:** Support

### **P.L.2015, c.229 (S-2032/A-3440)**

**Sponsor:** Codey (D-27)

**Summary:** Requires DOE to review Core Curriculum Content Standards to ensure that they incorporate modern computer science standards where appropriate.

**Subject:** Education-Curricula

**Date Signed:** 01/19/2016

**Effective Date:** 01/19/2016

**Impact on Schools:** Requires the Department of Education to conduct a review of the current Core Curriculum Content Standards to ensure that those standards include appropriate and up-to-date requirements concerning computer science.

**Position:** Support

### **P.L.2015, c. 262 (A-311/S-2426)**

**Sponsor:** Bramnick (R-21)/Ruiz (D-29)

**Summary:** Requires public schools to weight courses in visual and performing arts equally with other courses worth same number of credits in calculating grade point average.

**Subject:** Education-Curricula

**Date Signed:** 01/19/2016

**Effective Date:** The beginning of the 2016/2017 school year

**Impact on Schools:** Requires public schools to weight courses in the visual and performing arts equally with other courses of the same level of academic rigor and worth the same number of credits in calculating a pupil's grade point average. The new law defines "academic rigor" as a course's classification as a general education course, an honors course, or an advanced placement course.

**Position:** Support

### **P.L.2015, c.274 (A-2597/S-2161)**

**Sponsor:** Singleton (D-7)/Ruiz (D-29)

**Summary:** Provides that beginning with the 2016-2017 grade nine class, Advanced Placement computer science course may satisfy a part of the mathematics credits required for high school graduation.

**Subject:** Education-Curricula

**Date Signed:** 01/19/2016

**Effective Date:** First effective with the 2016/2017 freshman class

**Impact on Schools:** Allows, beginning with the 2014-2015 grade nine class, an Advanced Placement computer science course to satisfy a part of either the mathematics or science credits required for high school graduation.

**Position:** Support

### **P.L.2015, c.303 (A-4415/S-3279)**

**Sponsor:** Turner (D-15)

**Summary:** Establishes State Seal of Biliteracy to recognize high school graduates who have attained a high level of bilingual proficiency.

**Subject:** Education-Curricula

**Date Signed:** 01/19/2016

**Effective Date:** Beginning of the 2016-2017 school year

**Impact on Schools:** Establishes the State Seal of Biliteracy to recognize high school graduates who have attained a high level of proficiency in speaking, reading, and writing in one or more world languages in addition to English. The new law requires the State Board of Education to establish criteria for awarding the State Seal of Biliteracy. The criteria will require a student to demonstrate proficiency in English by meeting State high school graduation requirements in English, including State assessments and credits, and proficiency in one or more world languages other than English. A State Seal of Biliteracy would be awarded by a participating school district to graduating high school seniors who meet the criteria established by the State board. The NJDOE is tasked with preparing and delivering to participating school districts a certificate to be awarded to a qualifying student and an appropriate insignia to be affixed to the student's transcript. A student would be permitted to demonstrate proficiency in a language other than English through multiple methods, including nationally or internationally recognized language proficiency tests. World languages would also include American Sign Language and Native American languages. School district participation in the program to award the State Seal is voluntary.

**Position:** Support



## Human Resources

### P.L.2014, c.2 (S-441)

**Sponsors:** Ruiz (D-29)

**Summary:** Requires school districts to adopt policies concerning electronic communications between employees and students.

**Subjects:** Human Resources

**Date Signed:** 04/24/2014

**Effective Date:** 04/24/2014

**Impact on Schools:** Requires every public school district to adopt a written policy concerning electronic communications between school employees and students enrolled in the district. The policy must include provisions designed to prevent improper communications between school employees and students made via e-mail, cellular phones, social networking websites, and other Internet-based social media.

**Position:** Support

## Non-Public Schools

### P.L.2014, c.3 (S-322)

**Sponsors:** Gordon (D-38)

**Summary:** Provides that non-public school nursing services may include nursing services for a pre-school pupil in the event of an emergency.

**Subjects:** Non-public schools

**Date Signed:** 04/30/2014

**Effective Date:** 04/30/2014

**Impact on Schools:** Specifies that in the event of an emergency, nursing services, required to be provided by *N.J.S.A. 18A:40-23 et seq.* to K-12 students in a non-public schools, may also be provided to a pre-school pupil enrolled in the non-public school.

**Position:** Support

### P.L.2014, c.67 (A-948)

**Sponsors:** Singleton (D-7); Burzichelli (D-3)

**Summary:** Requires a board of education to consult with appropriate non-public school representatives prior to any change in the provision of nursing services.

**Subjects:** Student Health

**Date Signed:** 11/13/2014

**Effective Date:** 11/13/2014

**Impact on Schools:** Requires that prior to any change in the provision of nursing services for students attending non-public schools, a board of education must provide timely and meaningful consultation with appropriate non-public school representatives, including parents.

**Position:** Neutral

## Pension and Health Benefits

### P.L.2014, c.21 (A-3346)

**Sponsors:** Diegnan (D-18)

**Summary:** Allows reemployment by a school district of a TPAF retiree as coach of athletic activity when compensation is under \$10,000.

**Subjects:** Pension and Health Benefits

**Date Signed:** 07/30/2014

**Effective Date:** 07/30/2014

**Impact on Schools:** Allows a retired member of the Teachers' Pension and Annuity Fund (TPAF) to become employed again with a former employer in a position as a coach of an athletics activity if the employment begins after the retirement allowance becomes due and payable; the retired member had attained service retirement age as of the date of retirement which for most current members of the TPAF is age 60; and the compensation for the employment is less than \$10,000 per year - in essence bypassing the "bona fide" severance requirement currently in law in this limited circumstance.

**Note:** IRS regulation also applies and should be considered.

**Position:** Neutral

### P.L.2015, c.180 (S-2432)

**Sponsor:** Madden (D-4)

**Summary:** Requires notification of member or retiree of State-administered retirement system under certain circumstances when member or retiree requests change in beneficiary for group life insurance.

**Subject:** Pension & Health Benefits

**Date Signed:** 01/11/2016

**Effective Date:** 01/11/2016

**Impact on Schools:**

Requires the Division of Pensions and Benefits of the Department of the Treasury to provide for the notification of any member or retiree of a State-administered retirement system if there is on file for that member or retiree a judgment, court order, decree, or other legal document, such as a court-approved domestic relations order, that specifies the beneficiary of group life insurance. The notification would occur only if the member or retiree submits a change to the designation of beneficiary for contributory and non-contributory group life insurance.

**Position:** Neutral

## Reporting

### P.L.2015, c.47 (A-1499)

**Sponsors:** DeAngelo (D-14)

**Summary:** Requires school business administrator to annually report to board of education on district contracts.

**Subjects:** Reporting

**Date Signed:** 05/07/2015

**Effective Date:** 05/07/2015

**Impact on Schools:** Imposes new reporting requirements on school business administrators in order to ensure that the school district is in compliance with all federal and State laws, rules, and regulations relating to district contracts. Directs the school business administrator to submit a written report to the board of education on school district contracts by July 1 of each school year. The report must include: a list of all district contracts that will be awarded, subject to renewal, or expire during the school year; and an explanation of all applicable federal and State laws, rules, and regulations relating to those contracts. The law also provides that prior to the execution, extension, or renewal of a school district contract that was not included in the report, the school business administrator must notify the board of all applicable federal and State laws, rules, and regulations relating to the contract.

**Position:** Neutral

## **P.L.2015, c.243 (S-2922/A-4925)**

**Sponsor:** Ruiz (D-29)/Diegnan (D-18)

**Summary:** Requires DOE on its website to link to Department of Treasury's website where list is maintained of all third party individuals and vendors employed or retained for work associated with State assessments.

**Subject:** Reporting

**Date Signed:** 01/19/2016

**Effective Date:** 01/19/2016

**Impact on Schools:** Requires the NJDOE to maintain a list of individuals or vendors employed or retained for purposes of work associated with State assessment.

**Position:** Support

## **P.L.2015, c.244 (S-2923/A-4901)**

**Sponsor:** Ruiz (D-29)/Jasey (D-27)

**Summary:** Requires school district or charter school to provide notification to parent or guardian of enrolled student on upcoming administration of State assessments or commercially-developed standardized assessments.

**Subject:** Reporting

**Date Signed:** 01/19/2016

**Effective Date:** Beginning of the 2016-2017 school year

**Impact on Schools:** Requires that no later than October 1 of each school year, a school district and a charter school must provide to the parents or guardians of a student enrolled in the district or school information on any State assessment or commercially-developed standardized assessment that will be administered to the student in that school year. The Commissioner of Education is to provide a model document to each school district and charter school to provide the required information to parents or guardians and information on the costs incurred by the State associated with the administration of the State assessment. The new law also requires the Commissioner to determine by regulation the information which will be provided to parents or guardians of students enrolled in the district or charter school. The information provided annually to parents or guardians must also be available at the meeting of the board of education of the school district or the meeting of the board of trustees of the charter school at which the annual School Performance Reports are presented to the public.

**Position:** Support

# **School Funding and Budgets**

## **P.L.2015, c.46 (A-1286)**

**Sponsors:** Dancer (R-12)

**Summary:** Authorizes the establishment of federal impact aid reserve account.

**Subjects:** School Funding & Budgets

**Date Signed:** 05/07/2015

**Effective Date:** 05/07/2015

**Impact on Schools:** Allows a school district that receives federal impact aid to establish a federal impact aid reserve account. Under the law, a Board of Education may appropriate federal impact aid funds to a reserve account in the district's annual budget, or through a transfer approved by two-thirds of the authorized membership of the board of education between June 1 and June 30, permits withdrawal in any subsequent school year. Any transfer to a reserve account may not exceed the amount of federal impact aid received in that fiscal year. The board may use the funds in the reserve account to finance the district's general fund budget or school facilities projects, in a manner consistent with federal law. There is no limit on the amount of funds that may be on deposit in the reserve account. The law also stipulates that a school district that establishes a reserve account would be required to report the amount received, expended, and on deposit in the reserve account in its annual audit, in the required "user-friendly" budgets, at each board of education meeting, and in the board secretary's monthly report. The district would also be required to provide any supporting documentation required by the Commissioner when the district submits its budget to the department for approval. The law additionally specifies, consistent with current federal law, that the Commissioner of Education may not award less State school aid to a school district based on the fact that the district receives federal impact aid. Finally, the funds may not be considered when calculating the district's undesignated general fund balance.

**Position:** Support

## **P.L.2015, c.143 (A-3983)**

**Sponsor:** Mazzeo (D-2)

**Summary:** Authorizes supplemental State aid to school districts in municipality with significant decrease in commercial property valuation; makes appropriation.

**Subject:** School funding and budgets

**Date Signed:** 11/09/2015

**Effective Date:** 11/09/2015

**Impact on Schools:** Authorizes the provision of additional State aid to a school district situated in a municipality in which: 1) in 2008, commercial property valuation accounted for at least 75 percent of the municipality's total assessed property valuation, and 2) between 2008 and 2013, the assessed value of commercial property declined by at least 25 percent. In the case of a school district that satisfies these criteria (only the Atlantic City School District does so), the Commissioner of Education would perform a needs assessment to determine if the school district should receive commercial valuation stabilization aid. Based on that review, the Commissioner would determine the total amount of aid that the district would receive; the bill appropriates the necessary sums to provide the additional aid, subject to the approval of the Director of the Division of Budget and Accounting. The school district would be required to reduce its general fund tax levy by an amount equal to the commercial valuation stabilization aid received.

**Position:** Support

# **Special Education**

## **P.L.2014, c.10 (S-2079)**

**Sponsors:** Sweeney (D-3)

**Summary:** Provides that school districts must ensure that students with disabilities have opportunities to participate in athletic activities equal to those of other students.

**Subjects:** Special Education

**Date Signed:** 06/19/2014

**Effective Date:** 2015/16 School Year

**Impact on Schools:** Requires school districts to ensure that a student with a disability has an equal opportunity to participate in a physical education program, classroom activities that involve physical activity, and athletics programs. This includes the provision of reasonable modifications, aids, or services that would provide a student with a disability

an equal opportunity to participate. An exception would be made to this requirement if the student's participation presents a health or safety risk to the student or others, or if it would fundamentally alter the nature of the physical education or athletic program. In the event that such an exception is made, then the school district would be required to make reasonable efforts to provide a student with a disability with the opportunity to participate in existing adapted or unified sports programs facilitated by a community organization.

**Position:** Support

### **P.L.2015, c.29 (A-3690)**

**Sponsors:** Mazzeo (D-2)

**Summary:** Allows student with disability to bring service animal on school bus.

**Subjects:** Special Education

**Date Signed:** 03/23/2015

**Effective Date:** 03/23/2015

**Impact on Schools:** Prior law allowed a student with a disability, including autism, to have a service animal in school buildings and on school grounds. This law expands the law to permit a student with a disability to bring a service animal on a school bus.

**Position:** Neutral

### **P.L. 2015, c.219 (S-451/A-1103)**

**Sponsor:** Ruiz (D-29)/Vainieri Huttel (D-37)

**Summary:** Establishes Office of the Special Education Ombudsman in DOE.

**Subject:** Special Education

**Date Signed:** 01/19/2016

**Effective Date:** 01/19/2016

**Impact on Schools:** Establishes a new position – ombudsman – to serve as a resource to parents, students and educators, providing them with information on special-education rights and services. The ombudsman would also provide information on resolving disputes between parents and school districts, identify patterns of complaints and make recommendations to the Department of Education.

**Position:** Support

### **P.L.2015, c.254 (S-3240/A-4878)**

**Sponsor:** Lesniak (D-20)/Spencer (D-29)

**Summary:** Authorizes establishment of recovery high school alternative education programs.

**Subject:** Special Education

**Date Signed:** 01/19/2016

**Effective Date:** 01/19/2016

**Impact on Schools:** Authorizes school districts to establish alternative education programs, including recovery high schools, with the approval of their boards of education. A sending district could enter into an agreement with a school district that has established a recovery high school alternative education program for the provision of services to a student who is currently enrolled in the sending district. If the student is admitted to the recovery high school alternative education program, the sending district would pay tuition to that district.

**Position:** Support

### **Student Achievement**

#### **P.L.2014, c.55 (A-2364)**

**Sponsors:** Wolfe (R-10); Lampitt (D-6)

**Summary:** Provides that eligibility for NJ STARS Program be based on class rank at completion of student's junior year or senior year of high school.

**Subjects:** Student Achievement

**Date Signed:** 09/10/2014

**Effective Date:** 09/10/2014

**Impact on Schools:** Revises *N.J.S.A.* 18A:71B-85 to provide that a student's class rank at the completion of the 11th grade or 12th grade will determine eligibility for the NJ STARS Program. The provisions of the law are applicable to students who graduate in the 2013-2014 school year. The law also provides that in the event that a student was notified of eligibility for a scholarship under the NJ STARS Program for the first year of enrollment in a county college in the 2013-2014 academic year based on the student's class rank at the completion of the 11th grade, the student will be eligible for the scholarship in that academic year if the student meets all other requirements for receipt of a scholarship.

**Position:** Support

### **Student Health**

#### **P.L.2014, c.36 (A-2072)**

**Sponsors:** Fuentes (D-6)

**Summary:** Requires public school students in grades 9 through 12 to receive instruction in cardiopulmonary resuscitation and use of an automated external defibrillator prior to graduation.

**Subjects:** Student Health

**Date Signed:** 08/20/2014

**Effective Date:** 08/20/2014 (applies to incoming freshman class and thereafter)

**Impact on Schools:** Requires that hands-on training on cardiopulmonary resuscitation (CPR) and the use of an automated external defibrillator (AED) be provided to high school students as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education. The instruction should be modeled on an instructional program established by the American Heart Association, American Red Cross, or other nationally-recognized association with expertise in instruction in cardiopulmonary resuscitation and the use of an automated external defibrillator.

**Position:** Support

#### **P.L.2014, c.37 (A-156)**

**Sponsors:** Space (R-24); Mc-Hose (R-24)

**Summary:** Requires Department of Agriculture to post on its website certain information regarding State's farm to school program.

**Subjects:** Student Health

**Date Signed:** 08/25/2014

**Effective Date:** 08/25/2014

**Impact on Schools:** Requires the Department of Agriculture to make changes to its website, as well as to the "New Jersey Farm to School" website, to:

1) post, in a prominent location on its website, a hyperlink that provides visitors with direct access to the separate and distinct "New Jersey Farm to School" website; and

2) post, on the "New Jersey Farm to School" website, a copy of any written agreement entered into and successfully implemented by any school or school district in the State for the purchase and provision of fresh foods to school children.

**Position:** Support



### **P.L.2014, c.41 (A-2641)**

**Sponsors:** Space (R-24); Andrzejczak (D-1)

**Summary:** Provides for voluntary contributions by taxpayers on gross income tax returns to support farm to school and school gardens programs.

**Subjects:** Student Health

**Date Signed:** 08/25/2014

**Effective Date:** 08/25/2014

**Impact on Schools:** Establishes the “New Jersey Farm to School and School Garden Fund” and provides for a designation on the State gross income tax return to permit taxpayers to make voluntary contributions to the fund to support the Department of Agriculture’s Farm to School program and grants for the development and expansion of the Farm to School program and school garden activities.

**Position:** Support

### **P.L.2014, c.66 (A-679)**

**Sponsors:** Cryan (D-20); Benson (D-14);

**Summary:** Encourages the establishment of “breakfast after the bell” programs in school districts, public school, and non-public schools participating in the federal school breakfast program.

**Subjects:** Student Health

**Date Signed:** 11/13/2014

**Effective Date:** 11/13/2014

**Impact on Schools:** Encourages a public school operated by a school district of the State participating in the federal school breakfast program or a non-public school participating in the federal school breakfast program to increase the number of students participating in the program by establishing a “breakfast after the bell” program through the incorporation of school breakfast in the first-period classroom or during the first few minutes of the school day. The Department of Agriculture, in conjunction with the Department of Education, is tasked with assisting districts in planning, establishing, implementing, or modifying the “breakfast after the bell” program to increase the participation rate of all students in the school breakfast program, especially students from low-income families, under the law.

**Position:** Support

### **P.L.2015, c.13 (A-304)**

**Sponsors:** Russo (R-40); Rumana (R-40);

**Summary:** Requires schools to maintain supply of epinephrine and permit administration of epinephrine to any student having anaphylactic reaction.

**Subjects:** Student Health

**Date Signed:** 2/5/2015

**Effective Date:** Beginning of 2015/16 school year

**Impact on Schools:** Requires all public and non-public schools to maintain a supply of epinephrine auto-injectors in a secure, but unlocked and easily accessible, location. The law authorizes the school nurse and trained designees to administer epinephrine to a student who does not have a known history of anaphylaxis or any student whose parent or guardian has not previously provided written authorization for the administration of epinephrine, as required under current law

**Position:** Sought amendments to require NJDOE to provide guidance and support for this requirement and to make law first applicable in 2015/16 school year.

### **P.L.2015, c.15 (A-1796)**

**Sponsors:** O’Donnell (D-31); Cryan (D-20);

**Summary:** Prohibits school district from denying student school breakfast or school lunch because payment is in arrears without prior notice to parent.

**Subjects:** Student Health

**Date Signed:** 2/5/2015

**Effective Date:** 2/5/2015

**Impact on Schools:** Provides that if a public school student’s school breakfast or school lunch bill is in arrears, the district must contact the student’s parent or guardian to provide notice of the arrearage and provide a period of 10 school days to pay the amount due. If the parent or guardian does not make full payment by the end of the 10 school days, the district is to then provide a second notice that school breakfast or school lunch, as applicable, will not be served to the student beginning one week from the date of this second notice unless payment is made in full.

**Position:** Support

### **P.L.2015, c.37 (S-471)**

**Sponsors:** Madden (D-4)

**Summary:** Requires annual physical examination of child 19 years of age or younger include certain questions related to cardiac health.

**Subjects:** Student Health

**Date Signed:** 05/04/2015

**Effective Date:** 05/04/2015

**Impact on Schools:** Requires that physicians, advanced practice nurses, and physician assistants who examine children 19 years of age or younger to complete the Student-Athlete Cardiac Screening professional development module developed pursuant to the “Scholastic Student-Athlete Safety Act,” *N.J.S.A. 18A:40-41.6 et al.* These professionals will be required to attest to the completion of the module to the Board of Medical Examiners or the Board of Nursing upon application for renewal of a certification, biennial registration, or renewal of a license, using a check box to be included on the renewal or registration application.

**Position:** Support

### **P.L. 2015, c.158 (A-4587)**

**Sponsor:** Greenwald (D-6)

**Summary:** Requires facilities providing services to persons with developmental disabilities and schools to adopt policies permitting administration of medical marijuana to qualifying patients.

**Subject:** Student health

**Date Signed:** 11/09/2015

**Effective Date:** 11/09/2015

**Impact on Schools:** Requires boards of education, chief school administrators of nonpublic schools, and chief administrators of facilities providing services to persons with developmental disabilities to adopt a policy authorizing parents, guardians, and primary caregivers to administer medical marijuana to qualifying patients under certain circumstances. Authorizes parents, guardians, and primary caregivers to administer medical marijuana to a student in a non-smokable form while the student is on school grounds, aboard a school bus, or attending a school-sponsored event, provided the administration is consistent with a school policy that: (1) requires the student to be authorized to engage

in the medical use of marijuana pursuant to the “Compassionate Use Medical Marijuana Act” and the parent, guardian, or primary caregiver to be authorized to assist the student with the medical use of medical marijuana; (2) establishes protocols for verifying the registration status and ongoing authorization concerning the medical use of marijuana for the student and the parent, guardian, or primary caregiver; (3) expressly authorizes parents, guardians, and primary caregivers to administer medical marijuana to the student while the student is on school grounds, aboard a school bus, or attending a school-sponsored event; (4) identifies locations on school grounds where medical marijuana may be administered; and (5) prohibits the administration of medical marijuana by smoking or other form of inhalation. Conduct authorized under the act is construed to fall within the provisions of *N.J.S.A. 2C:35-18* and section 6 of *P.L.2009, c.307 (C.24:61-6)* that provide immunity from civil and criminal liability and professional disciplinary action for persons acting in accordance with the “Compassionate Use Medical Marijuana Act.”

**Position:** Neutral

## **Student Safety**

**P.L.2015, c.36 (S-266)**

**Sponsors:** Greenstein (D-14)

**Summary:** Requires high school driver education course, certain new driver brochures, and driver’s license written exam to include aggressive driving information.

**Subjects:** Student Safety

**Date Signed:** 05/04/2015

**Effective Date:** 12/01/2015

**Impact on Schools:** Requires that the curriculum for approved classroom driver education courses and the informational brochure distributed by the New Jersey Motor Vehicle Commission (MVC) to the parents and guardians of beginning drivers include information on the dangers of driving a vehicle in an aggressive manner.

**Position:** Support

## **Tenure and Evaluation**

**P.L.2015, c.109 (A-4608)**

**Sponsors:** Diegnan (D-18)

**Summary:** Increases number of arbitrators on panel determining contested cases involving tenured employees in school districts and gives Commissioner of Education discretion on setting fees.

**Subjects:** Attendance

**Date Signed:** 08/27/2015

**Effective Date:** 08/27/2015

**Impact on Schools:**

Binding arbitration is required for contested cases involving the dismissal or reduction in compensation of tenured employees in school districts per *N.J.S.A.18A:6-117* et al. (the TEACHNJ Act). This new law increases the number of arbitrators 25 to 50 on the panel, permitting NJPSA, in addition to the NJEA, AFT, and the NJSBA, to designate additional arbitrators to the panel. The law also alters the fee provision for the arbitrators, increasing the minimum amount an arbitrator may receive per day to \$1,250 and eliminating the previous case maximum of \$7,500. The law additionally gives the Commissioner of Education the discretion to establish the amount to be received by the arbitrators in the future.

**Position:** Support

## **Transportation**

**P.L.2015, c.123 (A-1029)**

**Sponsor:** Benson (D-14)

**Summary:** Requires training program for school bus drivers and school bus aides on interacting with students with special needs, and requires development and use of student information cards.

**Subject:** Transportation

**Date Signed:** 11/09/2015

**Effective Date:** 11/09/2015

**Impact on Schools:** Requires that the Commissioner of Education develop a training program for school bus drivers and school bus aides on interacting with students with special needs. The training program must include appropriate behavior management, effective communication, the use and operation of adaptive equipment, and understanding behavior that may be related to specific

disabilities. Once the training program is made available, boards of education and school bus contractors that provide student transportation services under contract with boards of education would be required to administer the training program to all school bus drivers and school bus aides that they employ. The employer would also require a school bus driver or school bus aide to certify that the individual has completed the training program within five business days of its completion. The employer must retain a copy of the certification for the duration of that individual’s employment and forward a copy of the certification to the Department of Education. In addition, requires that the Commissioner of Education develop a student information card that contains information that should be readily available to school bus drivers and school bus aides for the purpose of promoting proper interaction with a student with special needs. The student information card is to be completed by the parent or guardian of a student with an individualized education plan when the individualized education plan is developed or amended. Upon receiving consent from a student’s parent or guardian, the school district is to provide the completed student information card to the school bus driver and school bus aide assigned to the student’s bus route.

**Position:** Support

**P.L. 2015, c.255 (A-1455/S-2011)**

**Sponsor:** Diegnan (D-18)/Madden (D-4)

**Summary:** Abigail’s Law; requires that newly-manufactured school buses be equipped with sensors.

**Subject:** Transportation

**Date Signed:** 01/19/2016

**Effective Date:** Buses manufactured after 3/18/2016

**Impact on Schools:** Designated “Abigail’s Law,” the law requires that all school buses manufactured on or after March 18, 2016 be equipped with sensors to alert a bus driver when a child walks in front or back of the bus. The design and installation of the sensor must conform to regulations to be promulgated by the State Board of Education, in consultation with the Chief Administrator of the New Jersey Motor Vehicle Commission.

**Position:** Support



## **P.L.2015, c.268 (A-1466)**

**Sponsor:** Diegnan (D-18)

**Summary:** Allows for waiver of school bus requirements for mobility assistance vehicle technicians who transport students with medical needs to and from school.

**Subject:** Transportation

**Date Signed:** 01/19/2016

**Effective Date:** 01/19/2016

**Impact on Schools:** Provides that a board of education, the governing body of a nonpublic school, or a State agency may authorize a person who is certified as a mobility assistance vehicle technician, to transport a student with medical needs to and from school or related school activities in a mobility assistance vehicle without being required to be licensed or regulated as a school bus driver. Under the law's provisions, the mobility assistance vehicle would be exempt from all registration, equipment, inspection, and maintenance requirements that are applicable to a school bus. The law requires that each year prior to transporting students, a mobility assistance vehicle technician would be required to submit to the executive county superintendent of schools a criminal history background check and evidence of a check for alcohol and drug-related motor vehicle violations. The law defines a "student with medical needs" as a school-aged child who suffers from a life-threatening medical condition, and as a result of such condition, requires more individualized and continuous care.

**Position:** Neutral

## **Vocational Education**

### **P.L. 2014, c.71 (A-3334)**

**Sponsors:** Prieto (D-32); Lagana (D-38)

**Summary:** Requires New Jersey School Report Card to include indicators of student career readiness.

**Subjects:** Vocational Education

**Date Signed:** 12/3/2014

**Effective Date:** School report card issued in the 2015-2016 school year

**Impact on Schools:** Requires that the School Report Card issued annually by the Commissioner of Education include indicators of student career readiness.

**Position:** Support

## **P.L. 2014, c.72 (A-3335)**

**Sponsors:** Prieto (D-32); Diegnan (D-18)

**Summary:** Requires preparation programs for teachers and school counselors to include programming to improve student career readiness.

**Subjects:** Vocational Education

**Date Signed:** 12/3/2014

**Effective Date:** 12/3/2014 and will apply to any program running, or certificate of eligibility issued in the 2015-2016

**Impact on Schools:** Requires regionally-accredited institutions of higher education that offer teacher preparation programs for a New Jersey instructional certificate to incorporate programming to improve student career readiness into the program's curriculum. The new law also requires that preparation programs for an instructional certificate through the State's alternate route program include programming to improve student career readiness. Programming must include, but need not be limited to, employability skills, career awareness, and understanding career and technical education. In addition, the law requires that candidates for a standard educational services certificate with a school counselor endorsement complete programming to improve student career readiness, including employability skills, career awareness, and understanding career and technical education.

**Position:** Support

### **P.L. 2014, c.73 (A-3337)**

**Sponsors:** Prieto (D-32); Jimenez (D-32);

**Summary:** Establishes four-year County Vocational School District Partnership Grant Program in DOE.

**Subjects:** Vocational Education

**Date Signed:** 12/3/2014

**Effective Date:** 12/3/2014

**Impact on Schools:** Requires the Commissioner of Education to establish a four-year County Vocational School District Partnership Grant Program (an incentive program in which grants are awarded to county vocational school districts to partner with urban districts, other school districts, county colleges, and other entities to create high-quality career and technical education programs in existing facilities).

**Position:** Support

## **P.L. 2014, c.74 (A-3338)**

**Sponsors:** Prieto (D-32); Diegnan (D-18)

**Summary:** Allows school districts and requires public colleges to enter into dual enrollment agreements to provide college-level instruction to high school students through courses offered on college or high school campuses.

**Subjects:** Vocational Education

**Date Signed:** 12/3/2014

**Effective Date:** Beginning in the 2015/16 school year

**Impact on Schools:** Provides that a school district with a high school may enter into a dual enrollment agreement with at least one public institution of higher education. Public institutions of higher education other than Thomas Edison State College must enter into dual enrollment agreements with one or more school districts with a high school. A dual enrollment agreement will delineate information concerning a dual enrollment program pursuant to which instruction is provided to public high school students through courses offered by the institution of higher education, either on its campus or on the high school campus. The credit may be used toward a career certificate or an associate or baccalaureate degree.

The new law also specifies that a public institution of higher education is required to accept the course credit of a student who successfully completes a course under the dual enrollment program.

**Position:** Support

### **P.L. 2014, c.75 (A-3339)**

**Sponsors:** Prieto (D-32); Diegnan (D-18)

**Summary:** Provides that if a career and technical education program of a school district is taught in an industry setting, off-site location will be exempt from certain State regulations.

**Subjects:** Vocational Education

**Date Signed:** 12/3/2014

**Effective Date:** 12/3/2014

**Impact on Schools:** Provides that when a school district career and technical education program is taught, not on the campus of the school district, but in an industry setting:

1) the educational facility standards for new construction established pursuant to State Board of Education regulations at *N.J.A.C. 6A:26-6.3* will not apply to the off-site location at which the career and technical education program is taught;

2) the off-site location at which the career and technical education program is taught will not require approval as a temporary facility pursuant to State board regulations at *N.J.A.C. 6A:26-8.1*; and

3) the long range facilities plan of the school district will not be required to take into consideration any career and technical education programs taught at off-site locations.

However, that the off-site location must meet the requirements of the uniform construction code and all applicable health and safety standards.

**Position:** Support

## **P.L.2015, c. 68 (A-3970)**

**Sponsors:** Prieto (D-32)

**Summary:** Authorizes county vocational school district to request county improvement authority to construct and issue bonds to finance school facilities project.

**Subjects:** Vocational Education; Construction; School Funding & Budgets

**Date Signed:** 06/26/2015

**Effective Date:** 06/26/2015

**Impact on Schools:** Authorizes county vocational school districts to construct and finance new vocational schools

through county improvement authorities. Specifically, the new law supplements the "Educational Facilities Construction and Financing Act," (*EFCFA*) *N.J.S.A. 18A:7G-1 et al.*, to allow a county vocational school district to request that a county improvement authority construct and finance a county vocational school district school facilities project that has been approved by the Commissioner of Education in accordance with the provisions of that act.

**Position:** Neutral