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**LEGISLATIVE FISCAL ESTIMATE:** No

**A5492 (1R)**

|                                                         |                  |                                                        |
|---------------------------------------------------------|------------------|--------------------------------------------------------|
| <b>INTRODUCED BILL:</b> (Includes sponsor(s) statement) | Yes              |                                                        |
| <b>REPRINT(S):</b>                                      | Yes              | AED 5/8/25 1R                                          |
| <b>TECHNICAL REVIEW OF BILL:</b>                        | No               |                                                        |
| <b>COMMITTEE STATEMENT:</b>                             | <b>ASSEMBLY:</b> | Yes Education<br>Oversight, Reform & Federal Relations |
|                                                         | <b>SENATE:</b>   | No                                                     |

(Audio archived recordings of the committee meetings, corresponding to the date of the committee statement, *may possibly* be found at [www.njleg.state.nj.us](http://www.njleg.state.nj.us))

|                                             |     |
|---------------------------------------------|-----|
| <b>FLOOR AMENDMENT STATEMENT:</b>           | No  |
| <b>LEGISLATIVE FISCAL ESTIMATE:</b>         | No  |
| <b>VETO MESSAGE:</b>                        | No  |
| <b>GOVERNOR'S PRESS RELEASE ON SIGNING:</b> | Yes |
| <b>LEGISLATOR STATEMENT:</b>                | Yes |

**FOLLOWING WERE PRINTED:**

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|                  |     |
|------------------|-----|
| <b>REPORTS:</b>  | No  |
| <b>HEARINGS:</b> | Yes |

Committee Meeting of Senate Education Committee "The Committee will meet to receive testimony from invited guests regarding chronic absenteeism in New Jersey Schools. The Committee will also accept written testimony from members of the Public" January 30, 2025 <https://hdl.handle.net/10929/146694>

|                            |    |
|----------------------------|----|
| <b>NEWSPAPER ARTICLES:</b> | No |
|----------------------------|----|

CL/MMcB

§1  
C.18A:46-1.4  
§§2,3  
T&E  
§4  
Note to s.1.

P.L. 2025, CHAPTER 107, *approved July 22, 2025*  
Senate Committee Substitute (*First Reprint*) for  
Senate, No. 3982

1    **AN ACT** concerning Individualized Education Programs for special  
2       education students and supplementing chapter 46 of Title 18A of  
3       the New Jersey Statutes.  
4  
5       **BE IT ENACTED** *by the Senate and General Assembly of the State*  
6   *of New Jersey:*  
7  
8       1.   a. Not less than two business days prior to the annual team  
9       meeting concerning the review of an Individualized Education  
10      Program (IEP) for a special education student, the public school  
11      shall provide the student’s parent or guardian with a written  
12      statement of items to be discussed at the meeting. <sup>1</sup>The written  
13      statement of items shall be delivered to the parent or guardian by  
14      regular mail and, if the school maintains the parent’s or guardian’s  
15      email address on file, by electronic mail.<sup>1</sup>  
16      b. The written statement of items required pursuant to  
17      subsection a. of this section shall include:  
18      (1) the student’s current levels of academic and functional  
19      performance;  
20      (2) a list of the names of any required IEP team members who  
21      are seeking excusal from participation in the IEP team meeting,  
22      accompanied by any excused IEP team member’s input with respect  
23      to the programs and services for which the member is responsible.  
24      The list provided pursuant to this subsection shall be in addition to  
25      any requests for consent for excusal that are included with the  
26      notice of the IEP team meeting date and participants that is  
27      provided in accordance with federal and State law and regulation;  
28      and  
29      (3) an invitation for the parent or guardian to provide input and  
30      feedback as to the programs and services proposed in the student’s  
31      IEP.  
32  
33      2.   a. There is established in the Department of Education the  
34      Individualized Education Program (IEP) Improvement Working  
35      Group. The purpose of the working group shall be to provide

EXPLANATION – Matter enclosed in bold-faced brackets **[thus]** in the above bill is  
not enacted and is intended to be omitted in the law.

Matter underlined thus is new matter.  
Matter enclosed in superscript numerals has been adopted as follows:  
<sup>1</sup>Assembly AED committee amendments adopted May 8, 2025.

1 recommendations to the department regarding methods to improve  
2 the development and implementation of IEPs and to ensure parental  
3 involvement in the process.

4 b. The working group shall consist of members appointed by  
5 the Commissioner of Education. The working group shall be  
6 composed of members representing the northern, central, and  
7 southern regions of the State, and shall include, but not be limited  
8 to:

9 (1) three members who are employed as full-time teachers in a  
10 public school in the State who teach students with IEPs;

11 (2) two members who are employed as a principal in a public  
12 school in the State;

13 (3) two members who are employed as a director of special  
14 education in the State;

15 (4) two members of a school board of two different school  
16 districts in the State;

17 (5) two members who are employed as chief school  
18 administrators in a public school in the State;

19 (6) four or five members who are parents of students receiving  
20 special education services, at least one each at the prekindergarten,  
21 elementary, middle, and high school levels in a public school in the  
22 State;

23 (7) ~~four~~ <sup>six</sup><sup>1</sup> members who have expertise working with, or  
24 representing, students with disabilities, including two members who  
25 have direct experience working with Black, Latino, and immigrant  
26 students with disabilities<sup>1</sup>; one member who has direct experience  
27 providing transition services; and one member who is at least 21  
28 years of age and has received special education and related services  
29 pursuant to an IEP<sup>1</sup>; and

30 (8) four members who are part of a child study team in a public  
31 school in the State with one member employed as a school  
32 psychologist, one member employed as a school social worker, one  
33 member employed as a learning disabilities teaching consultant, and  
34 one member employed <sup>by a related services provider</sup> ~~as a~~  
35 speech-language specialist<sup>1</sup>.

36 c. Appointments to the working group shall be made within 60  
37 days after the effective date of this act. The working group shall  
38 organize as soon as practicable, but no later than the 30th day after  
39 the members are appointed. Vacancies in the membership of the  
40 working group shall be filled in the same manner as the original  
41 appointments were made.

42 d. The department shall provide stenographic, clerical, and  
43 other administrative assistants, and professional staff as the working  
44 group requires to carry out its work. The working group shall be  
45 entitled to call to its assistance and avail itself of any non-  
46 confidential data maintained by the department and the services of  
47 the employees of any State, county, or municipal department, board,

1 bureau, commission, or agency as it may require and as may be  
2 available for its purposes.

3

4 3. a. It shall be the duty of the working group established  
5 pursuant to section 2 of this act to examine, research, and make  
6 recommendations to the Department of Education regarding the  
7 development and implementation of Individualized Education  
8 Programs (IEPs) and the inclusion of parents in the process.

9 b. The recommendations shall include, but not be limited to, an  
10 examination of:

11 (1) practices utilized in other states that are different from  
12 practices in New Jersey for the development and implementation of  
13 IEPs and ensuring parental involvement in the process;

14 (2) the differences in practices used in different school districts  
15 within the State for the development and implementation of IEPs;

16 (3) research or other academic evidence of best practices with  
17 respect to development of IEPs;

18 (4) federal or State law restrictions on changes to the IEP  
19 process; and

20 (5) potential legislative, regulatory, funding, or other  
21 improvements to the State's IEP process.

22 c. The working group shall issue a report, including its  
23 recommendations, no later than four months after the working  
24 group organizes.

25

26 4. This act shall take effect immediately and section 1 shall  
27 first apply to the first school year following the date of enactment.

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31

32 Requires certain information be provided to parent at least two  
33 business days prior to annual Individualized Education Program  
34 (IEP) team meeting; establishes IEP Improvement Working Group  
35 in DOE.

## CHAPTER 107

**AN ACT** concerning Individualized Education Programs for special education students and supplementing chapter 46 of Title 18A of the New Jersey Statutes.

**BE IT ENACTED** by the Senate and General Assembly of the State of New Jersey:

C.18A:46-1.4 Written statement regarding review of Individualized Education Program.

1. a. Not less than two business days prior to the annual team meeting concerning the review of an Individualized Education Program (IEP) for a special education student, the public school shall provide the student's parent or guardian with a written statement of items to be discussed at the meeting. The written statement of items shall be delivered to the parent or guardian by regular mail and, if the school maintains the parent's or guardian's email address on file, by electronic mail.

b. The written statement of items required pursuant to subsection a. of this section shall include:

(1) the student's current levels of academic and functional performance;

(2) a list of the names of any required IEP team members who are seeking excusal from participation in the IEP team meeting, accompanied by any excused IEP team member's input with respect to the programs and services for which the member is responsible. The list provided pursuant to this subsection shall be in addition to any requests for consent for excusal that are included with the notice of the IEP team meeting date and participants that is provided in accordance with federal and State law and regulation; and

(3) an invitation for the parent or guardian to provide input and feedback as to the programs and services proposed in the student's IEP.

2. a. There is established in the Department of Education the Individualized Education Program (IEP) Improvement Working Group. The purpose of the working group shall be to provide recommendations to the department regarding methods to improve the development and implementation of IEPs and to ensure parental involvement in the process.

b. The working group shall consist of members appointed by the Commissioner of Education. The working group shall be composed of members representing the northern, central, and southern regions of the State, and shall include, but not be limited to:

(1) three members who are employed as full-time teachers in a public school in the State who teach students with IEPs;

(2) two members who are employed as a principal in a public school in the State;

(3) two members who are employed as a director of special education in the State;

(4) two members of a school board of two different school districts in the State;

(5) two members who are employed as chief school administrators in a public school in the State;

(6) four or five members who are parents of students receiving special education services, at least one each at the prekindergarten, elementary, middle, and high school levels in a public school in the State;

(7) six members who have expertise working with, or representing, students with disabilities, including two members who have direct experience working with Black, Latino, and immigrant students with disabilities; one member who has direct experience providing transition services; and one member who is at least 21 years of age and has received special education and related services pursuant to an IEP; and

(8) four members who are part of a child study team in a public school in the State with one member employed as a school psychologist, one member employed as a school social worker, one member employed as a learning disabilities teaching consultant, and one member employed as a speech-language specialist.

c. Appointments to the working group shall be made within 60 days after the effective date of this act. The working group shall organize as soon as practicable, but no later than the 30th day after the members are appointed. Vacancies in the membership of the working group shall be filled in the same manner as the original appointments were made.

d. The department shall provide stenographic, clerical, and other administrative assistants, and professional staff as the working group requires to carry out its work. The working group shall be entitled to call to its assistance and avail itself of any non-confidential data maintained by the department and the services of the employees of any State, county, or municipal department, board, bureau, commission, or agency as it may require and as may be available for its purposes.

3. a. It shall be the duty of the working group established pursuant to section 2 of this act to examine, research, and make recommendations to the Department of Education regarding the development and implementation of Individualized Education Programs (IEPs) and the inclusion of parents in the process.

b. The recommendations shall include, but not be limited to, an examination of:

(1) practices utilized in other states that are different from practices in New Jersey for the development and implementation of IEPs and ensuring parental involvement in the process;

(2) the differences in practices used in different school districts within the State for the development and implementation of IEPs;

(3) research or other academic evidence of best practices with respect to development of IEPs;

(4) federal or State law restrictions on changes to the IEP process; and

(5) potential legislative, regulatory, funding, or other improvements to the State's IEP process.

c. The working group shall issue a report, including its recommendations, no later than four months after the working group organizes.

4. This act shall take effect immediately and section 1 shall first apply to the first school year following the date of enactment.

Approved July 22, 2025.

**SENATE, No. 3982**

**STATE OF NEW JERSEY**  
**221st LEGISLATURE**

INTRODUCED DECEMBER 16, 2024

**Sponsored by:**  
**Senator M. TERESA RUIZ**  
**District 29 (Essex and Hudson)**

**Co-Sponsored by:**  
**Senator McKnight**

**SYNOPSIS**

Requires any draft Individualized Education Program (IEP) and list of excused IEP team members be provided to parent or guardian at least two business days prior to annual IEP team meeting.

**CURRENT VERSION OF TEXT**

As introduced.



**(Sponsorship Updated As Of: 3/17/2025)**



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1 accompanied by any excused IEP team member's input with respect  
2 to the programs and services for which the member is responsible.  
3 This list is to be in addition to any requests for consent for excusal  
4 that are included with the notice of the IEP meeting date and  
5 participants that is provided in accordance with federal and State  
6 law and regulation. This draft IEP is also required to include the  
7 word "DRAFT" in a prominent location on each page of the  
8 document.

9 The bill requires school districts to include written notice with  
10 the draft IEP that advises the student's parent or guardian of the  
11 following: (1) the programs and services proposed in the draft are  
12 preliminary recommendations for review and discussion; (2) the  
13 draft is being provided to give the parent or guardian an opportunity  
14 to be better able to engage in a full discussion at the annual IEP  
15 team meeting; and (3) the parent or guardian may provide input and  
16 feedback as to the programs and services proposed in the student's  
17 IEP.

SENATE COMMITTEE SUBSTITUTE FOR  
**SENATE, No. 3982**

**STATE OF NEW JERSEY**  
**221st LEGISLATURE**

ADOPTED MARCH 17, 2025

**Sponsored by:**

**Senator M. TERESA RUIZ**

**District 29 (Essex and Hudson)**

**Co-Sponsored by:**

**Senator McKnight**

**SYNOPSIS**

Requires certain information be provided to parent at least two business days prior to annual Individualized Education Program (IEP) team meeting; establishes IEP Improvement Working Group in DOE.

**CURRENT VERSION OF TEXT**

Substitute as adopted by the Senate Education Committee.



**(Sponsorship Updated As Of: 3/17/2025)**

1   **AN ACT** concerning Individualized Education Programs for special  
2       education students and supplementing chapter 46 of Title 18A of  
3       the New Jersey Statutes.

4  
5       **BE IT ENACTED** *by the Senate and General Assembly of the State*  
6       *of New Jersey:*

7  
8       1.   a. Not less than two business days prior to the annual team  
9       meeting concerning the review of an Individualized Education  
10      Program (IEP) for a special education student, the public school  
11      shall provide the student's parent or guardian with a written  
12      statement of items to be discussed at the meeting.

13      b. The written statement of items required pursuant to  
14      subsection a. of this section shall include:

15          (1) the student's current levels of academic and functional  
16          performance;

17          (2) a list of the names of any required IEP team members who  
18          are seeking excusal from participation in the IEP team meeting,  
19          accompanied by any excused IEP team member's input with respect  
20          to the programs and services for which the member is responsible.  
21          The list provided pursuant to this subsection shall be in addition to  
22          any requests for consent for excusal that are included with the  
23          notice of the IEP team meeting date and participants that is  
24          provided in accordance with federal and State law and regulation;  
25          and

26          (3) an invitation for the parent or guardian to provide input and  
27          feedback as to the programs and services proposed in the student's  
28          IEP.

29  
30      2.   a. There is established in the Department of Education the  
31      Individualized Education Program (IEP) Improvement Working  
32      Group. The purpose of the working group shall be to provide  
33      recommendations to the department regarding methods to improve  
34      the development and implementation of IEPs and to ensure parental  
35      involvement in the process.

36      b. The working group shall consist of members appointed by  
37      the Commissioner of Education. The working group shall be  
38      composed of members representing the northern, central, and  
39      southern regions of the State, and shall include, but not be limited  
40      to:

41          (1) three members who are employed as full-time teachers in a  
42          public school in the State who teach students with IEPs;

43          (2) two members who are employed as a principal in a public  
44          school in the State;

45          (3) two members who are employed as a director of special  
46          education in the State;

47          (4) two members of a school board of two different school  
48          districts in the State;

- 1 (5) two members who are employed as chief school  
2 administrators in a public school in the State;
- 3 (6) four or five members who are parents of students receiving  
4 special education services, at least one each at the prekindergarten,  
5 elementary, middle, and high school levels in a public school in the  
6 State;
- 7 (7) four members who have expertise working with, or  
8 representing, students with disabilities, including two members who  
9 have direct experience working with Black, Latino, and immigrant  
10 students with disabilities; and
- 11 (8) four members who are part of a child study team in a public  
12 school in the State with one member employed as a school  
13 psychologist, one member employed as a school social worker, one  
14 member employed as a learning disabilities teaching consultant, and  
15 one member employed by a related services provider.
- 16 c. Appointments to the working group shall be made within 60  
17 days after the effective date of this act. The working group shall  
18 organize as soon as practicable, but no later than the 30th day after  
19 the members are appointed. Vacancies in the membership of the  
20 working group shall be filled in the same manner as the original  
21 appointments were made.
- 22 d. The department shall provide stenographic, clerical, and  
23 other administrative assistants, and professional staff as the working  
24 group requires to carry out its work. The working group shall be  
25 entitled to call to its assistance and avail itself of any non-  
26 confidential data maintained by the department and the services of  
27 the employees of any State, county, or municipal department, board,  
28 bureau, commission, or agency as it may require and as may be  
29 available for its purposes.
- 30
- 31 3. a. It shall be the duty of the working group established  
32 pursuant to section 2 of this act to examine, research, and make  
33 recommendations to the Department of Education regarding the  
34 development and implementation of Individualized Education  
35 Programs (IEPs) and the inclusion of parents in the process.
- 36 b. The recommendations shall include, but not be limited to, an  
37 examination of:
- 38 (1) practices utilized in other states that are different from  
39 practices in New Jersey for the development and implementation of  
40 IEPs and ensuring parental involvement in the process;
- 41 (2) the differences in practices used in different school districts  
42 within the State for the development and implementation of IEPs;
- 43 (3) research or other academic evidence of best practices with  
44 respect to development of IEPs;
- 45 (4) federal or State law restrictions on changes to the IEP  
46 process; and
- 47 (5) potential legislative, regulatory, funding, or other  
48 improvements to the State's IEP process.

1       c. The working group shall issue a report, including its  
2 recommendations, no later than four months after the working  
3 group organizes.

4

5       4. This act shall take effect immediately and section 1 shall  
6 first apply to the first school year following the date of enactment.

[First Reprint]

SENATE COMMITTEE SUBSTITUTE FOR  
**SENATE, No. 3982**

**STATE OF NEW JERSEY**  
**221st LEGISLATURE**

ADOPTED MARCH 17, 2025

**Sponsored by:**

**Senator M. TERESA RUIZ**

**District 29 (Essex and Hudson)**

**Assemblywoman VERLINA REYNOLDS-JACKSON**

**District 15 (Hunterdon and Mercer)**

**Assemblywoman LINDA S. CARTER**

**District 22 (Somerset and Union)**

**Assemblywoman CARMEN THERESA MORALES**

**District 34 (Essex)**

**Co-Sponsored by:**

**Senator McKnight, Assemblyman Abdelaziz, Assemblywoman**

**Matsikoudis, Assemblyman Freiman, Assemblywomen Katz and Lopez**

**SYNOPSIS**

Requires certain information be provided to parent at least two business days prior to annual Individualized Education Program (IEP) team meeting; establishes IEP Improvement Working Group in DOE.

**CURRENT VERSION OF TEXT**

As reported by the Assembly Education Committee on May 8, 2025, with amendments.

(Sponsorship Updated As Of: 6/30/2025)

1 **AN ACT** concerning Individualized Education Programs for special  
2 education students and supplementing chapter 46 of Title 18A of  
3 the New Jersey Statutes.

4  
5 **BE IT ENACTED** by the Senate and General Assembly of the State  
6 of New Jersey:

7  
8 1. a. Not less than two business days prior to the annual team  
9 meeting concerning the review of an Individualized Education  
10 Program (IEP) for a special education student, the public school  
11 shall provide the student's parent or guardian with a written  
12 statement of items to be discussed at the meeting. <sup>1</sup>The written  
13 statement of items shall be delivered to the parent or guardian by  
14 regular mail and, if the school maintains the parent's or guardian's  
15 email address on file, by electronic mail.<sup>1</sup>

16 b. The written statement of items required pursuant to  
17 subsection a. of this section shall include:

18 (1) the student's current levels of academic and functional  
19 performance;

20 (2) a list of the names of any required IEP team members who  
21 are seeking excusal from participation in the IEP team meeting,  
22 accompanied by any excused IEP team member's input with respect  
23 to the programs and services for which the member is responsible.  
24 The list provided pursuant to this subsection shall be in addition to  
25 any requests for consent for excusal that are included with the  
26 notice of the IEP team meeting date and participants that is  
27 provided in accordance with federal and State law and regulation;  
28 and

29 (3) an invitation for the parent or guardian to provide input and  
30 feedback as to the programs and services proposed in the student's  
31 IEP.

32  
33 2. a. There is established in the Department of Education the  
34 Individualized Education Program (IEP) Improvement Working  
35 Group. The purpose of the working group shall be to provide  
36 recommendations to the department regarding methods to improve  
37 the development and implementation of IEPs and to ensure parental  
38 involvement in the process.

39 b. The working group shall consist of members appointed by  
40 the Commissioner of Education. The working group shall be  
41 composed of members representing the northern, central, and  
42 southern regions of the State, and shall include, but not be limited  
43 to:

44 (1) three members who are employed as full-time teachers in a  
45 public school in the State who teach students with IEPs;

**EXPLANATION** – Matter enclosed in bold-faced brackets **[thus]** in the above bill is  
not enacted and is intended to be omitted in the law.

Matter underlined **thus** is new matter.

Matter enclosed in superscript numerals has been adopted as follows:

<sup>1</sup>Assembly AED committee amendments adopted May 8, 2025.



- 1 (2) two members who are employed as a principal in a public  
2 school in the State;
- 3 (3) two members who are employed as a director of special  
4 education in the State;
- 5 (4) two members of a school board of two different school  
6 districts in the State;
- 7 (5) two members who are employed as chief school  
8 administrators in a public school in the State;
- 9 (6) four or five members who are parents of students receiving  
10 special education services, at least one each at the prekindergarten,  
11 elementary, middle, and high school levels in a public school in the  
12 State;
- 13 (7) <sup>1</sup>~~four~~ six<sup>1</sup> members who have expertise working with, or  
14 representing, students with disabilities, including two members who  
15 have direct experience working with Black, Latino, and immigrant  
16 students with disabilities<sup>1</sup>; one member who has direct experience  
17 providing transition services; and one member who is at least 21  
18 years of age and has received special education and related services  
19 pursuant to an IEP<sup>1</sup>; and
- 20 (8) four members who are part of a child study team in a public  
21 school in the State with one member employed as a school  
22 psychologist, one member employed as a school social worker, one  
23 member employed as a learning disabilities teaching consultant, and  
24 one member employed <sup>1</sup>~~by a related services provider~~ as a  
25 speech-language specialist<sup>1</sup>.
- 26 c. Appointments to the working group shall be made within 60  
27 days after the effective date of this act. The working group shall  
28 organize as soon as practicable, but no later than the 30th day after  
29 the members are appointed. Vacancies in the membership of the  
30 working group shall be filled in the same manner as the original  
31 appointments were made.
- 32 d. The department shall provide stenographic, clerical, and  
33 other administrative assistants, and professional staff as the working  
34 group requires to carry out its work. The working group shall be  
35 entitled to call to its assistance and avail itself of any non-  
36 confidential data maintained by the department and the services of  
37 the employees of any State, county, or municipal department, board,  
38 bureau, commission, or agency as it may require and as may be  
39 available for its purposes.
- 40
- 41 3. a. It shall be the duty of the working group established  
42 pursuant to section 2 of this act to examine, research, and make  
43 recommendations to the Department of Education regarding the  
44 development and implementation of Individualized Education  
45 Programs (IEPs) and the inclusion of parents in the process.
- 46 b. The recommendations shall include, but not be limited to, an  
47 examination of:

- 1 (1) practices utilized in other states that are different from
- 2 practices in New Jersey for the development and implementation of
- 3 IEPs and ensuring parental involvement in the process;
- 4 (2) the differences in practices used in different school districts
- 5 within the State for the development and implementation of IEPs;
- 6 (3) research or other academic evidence of best practices with
- 7 respect to development of IEPs;
- 8 (4) federal or State law restrictions on changes to the IEP
- 9 process; and
- 10 (5) potential legislative, regulatory, funding, or other
- 11 improvements to the State's IEP process.
- 12 c. The working group shall issue a report, including its
- 13 recommendations, no later than four months after the working
- 14 group organizes.
- 15
- 16 4. This act shall take effect immediately and section 1 shall
- 17 first apply to the first school year following the date of enactment.

# ASSEMBLY EDUCATION COMMITTEE

## STATEMENT TO

### SENATE COMMITTEE SUBSTITUTE FOR **SENATE, No. 3982**

with committee amendments

# STATE OF NEW JERSEY

DATED: MAY 8, 2025

The Assembly Education Committee reports favorably a Senate Committee Substitute for Senate Bill No. 3982.

As amended, this bill requires certain information to be provided to a parent or guardian at least two business days prior to the annual Individualized Education Program (IEP) team meeting. The bill also requires the Department of Education to establish the IEP Improvement Working Group.

The amended bill requires public schools, not less than two business days prior to the annual team meeting concerning the review of an Individualized Education Program (IEP) for a special education student, to provide the student's parent or guardian with a written statement of items to be discussed at the meeting. The written statement of items is to be delivered to the parent or guardian by regular mail and, if the school maintains the parent's or guardian's email address on file, by electronic mail.

This statement is to include: (1) the student's current levels of academic and functional performance; (2) a list of the names of any required IEP team members who are seeking excusal from participation in the IEP team meeting, accompanied by any excused IEP team member's input with respect to the programs and services for which the member is responsible. This list is to be in addition to any requests for consent for excusal that are included with the notice of the IEP meeting date and participants that is provided in accordance with federal and State law and regulation; and (3) an invitation for the parent or guardian to provide input and feedback as to the programs and services proposed in the student's IEP.

Under the amended bill, the department is to establish the Individualized Education Program (IEP) Improvement Working Group. The purpose of the working group is to provide recommendations to the department regarding methods to improve the development and implementation of IEPs and to ensure parental involvement in the process. The working group is to consist of members appointed by the Commissioner of Education, including

teachers, school administrators, members of the educational community, and parents as detailed in the bill.

The working group is to examine, research, and make recommendations on:

(1) practices utilized in other states that are different from practices in New Jersey for the development and implementation of IEPs and ensuring parental involvement in the process;

(2) the differences in practices used in different school districts within the State for the development and implementation of IEPs;

(3) research or other academic evidence of best practices with respect to development of IEPs;

(4) federal or State law restrictions on changes to the IEP process; and

(5) potential legislative, regulatory, funding, or other improvements to the State's IEP process.

The working group is to issue a report no later than four months after the working group organizes.

As amended and reported by the committee, Senate Bill No. 3982 (SCS) is identical to Assembly Bill No. 5492, which also was amended and reported by the committee on this same date.

#### COMMITTEE AMENDMENTS:

The committee amended the bill to:

- require the written statement of items be delivered to the parent or guardian by regular mail and, if the school maintains the parent's or guardian's email address on file, by electronic mail;
- increase the number of members on the working group who have expertise working with, or representing, students with disabilities from four to six;
- require one of those six members to have direct experience providing transition services and one of those members to be at least 21 years of age and have received special education and related services pursuant to an IEP; and
- update the members on the working group who are part of a child study team in a public school in the State to include an individual employed as a speech-language specialist instead of an individual employed by a related services provider.

ASSEMBLY OVERSIGHT, REFORM AND FEDERAL  
RELATIONS COMMITTEE

STATEMENT TO

[First Reprint]

SENATE COMMITTEE SUBSTITUTE FOR  
**SENATE, No. 3982**

**STATE OF NEW JERSEY**

DATED: JUNE 12, 2025

The Assembly Oversight, Reform and Federal Relations Committee reports favorably, a Senate Committee Substitute for Senate Bill No. 3982 (1R).

This committee substitute requires certain information to be provided to a parent or guardian at least two business days prior to the annual Individualized Education Program (IEP) team meeting. The committee substitute also requires the Department of Education to establish the IEP Improvement Working Group.

The committee substitute requires public schools, not less than two business days prior to the annual team meeting concerning the review of an Individualized Education Program (IEP) for a special education student, to provide the student's parent or guardian with a written statement of items to be discussed at the meeting. The written statement of items is to be delivered to the parent or guardian by regular mail and, if the school maintains the parent's or guardian's email address on file, by electronic mail.

This statement is to include: (1) the student's current levels of academic and functional performance; (2) a list of the names of any required IEP team members who are seeking excusal from participation in the IEP team meeting, accompanied by any excused IEP team member's input with respect to the programs and services for which the member is responsible. This list is to be in addition to any requests for consent for excusal that are included with the notice of the IEP meeting date and participants that is provided in accordance with federal and State law and regulation; and (3) an invitation for the parent or guardian to provide input and feedback as to the programs and services proposed in the student's IEP.

Under the committee substitute, the department is to establish the Individualized Education Program (IEP) Improvement Working Group. The purpose of the working group is to provide recommendations to the department regarding methods to improve the development and implementation of IEPs and to ensure parental involvement in the process. The working group is to consist of

members appointed by the Commissioner of Education, including teachers, school administrators, members of the educational community, and parents as detailed in the committee substitute.

The working group is to examine, research, and make recommendations on:

(1) practices utilized in other states that are different from practices in New Jersey for the development and implementation of IEPs and ensuring parental involvement in the process;

(2) the differences in practices used in different school districts within the State for the development and implementation of IEPs;

(3) research or other academic evidence of best practices with respect to development of IEPs;

(4) federal or State law restrictions on changes to the IEP process; and

(5) potential legislative, regulatory, funding, or other improvements to the State's IEP process.

The working group is to examine, research, and make recommendations on:

As reported by the committee, Senate Bill No. 3982 (SCS/1R) is identical to Assembly Bill No. 5492 (1R), which was also reported by the committee on this date.

SENATE EDUCATION COMMITTEE

STATEMENT TO

SENATE COMMITTEE SUBSTITUTE FOR

**SENATE, No. 3982**

**STATE OF NEW JERSEY**

DATED: MARCH 17, 2025

The Senate Education Committee favorably reports a Senate Committee Substitute for Senate Bill No. 3982.

This committee substitute requires certain information to be provided to a parent or guardian at least two business days prior to the annual Individualized Education Program (IEP) team meeting. The committee substitute also requires the Department of Education to establish the IEP Improvement Working Group.

The committee substitute requires public schools, not less than two business days prior to the annual team meeting concerning the review of an Individualized Education Program (IEP) for a special education student, to provide the student's parent or guardian with a written statement of items to be discussed at the meeting. This statement is to include: (1) the student's current levels of academic and functional performance; (2) a list of the names of any required IEP team members who are seeking excusal from participation in the IEP team meeting, accompanied by any excused IEP team member's input with respect to the programs and services for which the member is responsible. This list is to be in addition to any requests for consent for excusal that are included with the notice of the IEP meeting date and participants that is provided in accordance with federal and State law and regulation; and (3) an invitation for the parent or guardian to provide input and feedback as to the programs and services proposed in the student's IEP.

Under the committee substitute, the department is to establish the Individualized Education Program (IEP) Improvement Working Group. The purpose of the working group is to provide recommendations to the department regarding methods to improve the development and implementation of IEPs and to ensure parental involvement in the process. The working group is to consist of members appointed by the Commissioner of Education, including teachers, school administrators, members of the educational community, and parents as detailed in the committee substitute.

The working group is to examine, research, and make recommendations on:

(1) practices utilized in other states that are different from practices in New Jersey for the development and implementation of IEPs and ensuring parental involvement in the process;

(2) the differences in practices used in different school districts within the State for the development and implementation of IEPs;

(3) research or other academic evidence of best practices with respect to development of IEPs;

(4) federal or State law restrictions on changes to the IEP process; and

(5) potential legislative, regulatory, funding, or other improvements to the State's IEP process.

The working group is to issue a report no later than four months after the working group organizes.



**ASSEMBLY, No. 5492**

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**STATE OF NEW JERSEY**

**221st LEGISLATURE**

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INTRODUCED MARCH 24, 2025

**Sponsored by:**

**Assemblywoman VERLINA REYNOLDS-JACKSON**

**District 15 (Hunterdon and Mercer)**

**Assemblywoman LINDA S. CARTER**

**District 22 (Somerset and Union)**

**Assemblywoman CARMEN THERESA MORALES**

**District 34 (Essex)**

**Co-Sponsored by:**

**Assemblyman Abdelaziz**

**SYNOPSIS**

Requires certain information be provided to parent at least two business days prior to annual Individualized Education Program (IEP) team meeting; establishes IEP Improvement Working Group in DOE.

**CURRENT VERSION OF TEXT**

As introduced.



1    **AN ACT** concerning Individualized Education Programs for special  
2       education students and supplementing chapter 46 of Title 18A of  
3       the New Jersey Statutes.

4  
5       **BE IT ENACTED** *by the Senate and General Assembly of the State*  
6       *of New Jersey:*

7  
8       1.   a. Not less than two business days prior to the annual team  
9       meeting concerning the review of an Individualized Education  
10      Program (IEP) for a special education student, the public school  
11      shall provide the student's parent or guardian with a written  
12      statement of items to be discussed at the meeting.

13      b. The written statement of items required pursuant to  
14      subsection a. of this section shall include:

15       (1) the student's current levels of academic and functional  
16      performance;

17       (2) a list of the names of any required IEP team members who  
18      are seeking excusal from participation in the IEP team meeting,  
19      accompanied by any excused IEP team member's input with respect  
20      to the programs and services for which the member is responsible.  
21      The list provided pursuant to this subsection shall be in addition to  
22      any requests for consent for excusal that are included with the  
23      notice of the IEP team meeting date and participants that is  
24      provided in accordance with federal and State law and regulation;  
25      and

26       (3) an invitation for the parent or guardian to provide input and  
27      feedback as to the programs and services proposed in the student's  
28      IEP.

29  
30      2.   a. There is established in the Department of Education the  
31      Individualized Education Program (IEP) Improvement Working  
32      Group. The purpose of the working group shall be to provide  
33      recommendations to the department regarding methods to improve  
34      the development and implementation of IEPs and to ensure parental  
35      involvement in the process.

36      b. The working group shall consist of members appointed by  
37      the Commissioner of Education. The working group shall be  
38      composed of members representing the northern, central, and  
39      southern regions of the State, and shall include, but not be limited  
40      to:

41       (1) three members who are employed as full-time teachers in a  
42      public school in the State who teach students with IEPs;

43       (2) two members who are employed as a principal in a public  
44      school in the State;

45       (3) two members who are employed as a director of special  
46      education in the State;

47       (4) two members of a school board of two different school  
48      districts in the State;

1 (5) two members who are employed as chief school  
2 administrators in a public school in the State;

3 (6) four or five members who are parents of students receiving  
4 special education services, at least one each at the prekindergarten,  
5 elementary, middle, and high school levels in a public school in the  
6 State;

7 (7) four members who have expertise working with, or  
8 representing, students with disabilities, including two members who  
9 have direct experience working with Black, Latino, and immigrant  
10 students with disabilities; and

11 (8) four members who are part of a child study team in a public  
12 school in the State with one member employed as a school  
13 psychologist, one member employed as a school social worker, one  
14 member employed as a learning disabilities teaching consultant, and  
15 one member employed by a related services provider.

16 c. Appointments to the working group shall be made within 60  
17 days after the effective date of this act. The working group shall  
18 organize as soon as practicable, but no later than the 30th day after  
19 the members are appointed. Vacancies in the membership of the  
20 working group shall be filled in the same manner as the original  
21 appointments were made.

22 d. The department shall provide stenographic, clerical, and  
23 other administrative assistants, and professional staff as the working  
24 group requires to carry out its work. The working group shall be  
25 entitled to call to its assistance and avail itself of any non-  
26 confidential data maintained by the department and the services of  
27 the employees of any State, county, or municipal department, board,  
28 bureau, commission, or agency as it may require and as may be  
29 available for its purposes.

30

31 3. a. It shall be the duty of the working group established  
32 pursuant to section 2 of this act to examine, research, and make  
33 recommendations to the Department of Education regarding the  
34 development and implementation of Individualized Education  
35 Programs (IEPs) and the inclusion of parents in the process.

36 b. The recommendations shall include, but not be limited to, an  
37 examination of:

38 (1) practices utilized in other states that are different from  
39 practices in New Jersey for the development and implementation of  
40 IEPs and ensuring parental involvement in the process;

41 (2) the differences in practices used in different school districts  
42 within the State for the development and implementation of IEPs;

43 (3) research or other academic evidence of best practices with  
44 respect to development of IEPs;

45 (4) federal or State law restrictions on changes to the IEP  
46 process; and

47 (5) potential legislative, regulatory, funding, or other  
48 improvements to the State's IEP process.

1 c. The working group shall issue a report, including its  
2 recommendations, no later than four months after the working  
3 group organizes.

4  
5 4. This act shall take effect immediately and section 1 shall  
6 first apply to the first school year following the date of enactment.

7  
8  
9 STATEMENT

10  
11 This bill requires certain information to be provided to a parent  
12 or guardian at least two business days prior to the annual  
13 Individualized Education Program (IEP) team meeting. The bill  
14 also requires the Department of Education to establish the IEP  
15 Improvement Working Group.

16 The bill requires public schools, not less than two business days  
17 prior to the annual team meeting concerning the review of an  
18 Individualized Education Program (IEP) for a special education  
19 student, to provide the student's parent or guardian with a written  
20 statement of items to be discussed at the meeting. This statement is to  
21 include: (1) the student's current levels of academic and functional  
22 performance; (2) a list of the names of any required IEP team  
23 members who are seeking excusal from participation in the IEP  
24 team meeting, accompanied by any excused IEP team member's  
25 input with respect to the programs and services for which the  
26 member is responsible. This list is to be in addition to any requests  
27 for consent for excusal that are included with the notice of the IEP  
28 meeting date and participants that is provided in accordance with  
29 federal and State law and regulation; and (3) an invitation for the  
30 parent or guardian to provide input and feedback as to the programs  
31 and services proposed in the student's IEP.

32 Under the bill, the department is to establish the Individualized  
33 Education Program (IEP) Improvement Working Group. The purpose  
34 of the working group is to provide recommendations to the department  
35 regarding methods to improve the development and implementation of  
36 IEPs and to ensure parental involvement in the process. The working  
37 group is to consist of members appointed by the Commissioner of  
38 Education, including teachers, school administrators, members of the  
39 educational community, and parents as detailed in the bill.

40 The working group is to examine, research, and make  
41 recommendations on:

42 (1) practices utilized in other states that are different from  
43 practices in New Jersey for the development and implementation of  
44 IEPs and ensuring parental involvement in the process;

45 (2) the differences in practices used in different school districts  
46 within the State for the development and implementation of IEPs;

47 (3) research or other academic evidence of best practices with  
48 respect to development of IEPs;

1       (4) federal or State law restrictions on changes to the IEP process;  
2    and

3       (5) potential legislative, regulatory, funding, or other  
4    improvements to the State's IEP process.

5       The working group is to issue a report no later than four months  
6    after the working group organizes.

[First Reprint]

## **ASSEMBLY, No. 5492**

# **STATE OF NEW JERSEY**

## **221st LEGISLATURE**

INTRODUCED MARCH 24, 2025

**Sponsored by:**

**Assemblywoman VERLINA REYNOLDS-JACKSON**

**District 15 (Hunterdon and Mercer)**

**Assemblywoman LINDA S. CARTER**

**District 22 (Somerset and Union)**

**Assemblywoman CARMEN THERESA MORALES**

**District 34 (Essex)**

**Co-Sponsored by:**

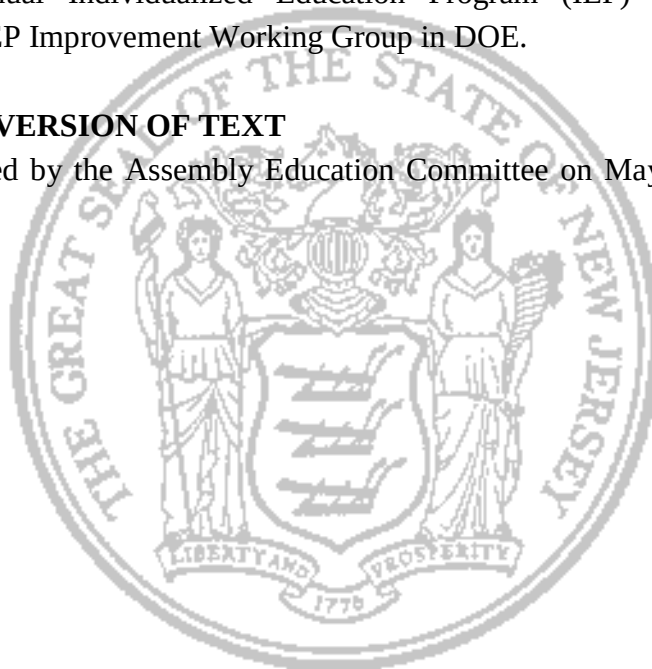
**Assemblyman Abdelaziz, Assemblywoman Matsikoudis, Assemblyman Freiman, Assemblywomen Katz and Lopez**

### **SYNOPSIS**

Requires certain information be provided to parent at least two business days prior to annual Individualized Education Program (IEP) team meeting; establishes IEP Improvement Working Group in DOE.

### **CURRENT VERSION OF TEXT**

As reported by the Assembly Education Committee on May 8, 2025, with amendments.



**(Sponsorship Updated As Of: 6/30/2025)**

1 AN ACT concerning Individualized Education Programs for special  
2 education students and supplementing chapter 46 of Title 18A of  
3 the New Jersey Statutes.

4  
5 **BE IT ENACTED** *by the Senate and General Assembly of the State*  
6 *of New Jersey:*

7  
8 1. a. Not less than two business days prior to the annual team  
9 meeting concerning the review of an Individualized Education  
10 Program (IEP) for a special education student, the public school  
11 shall provide the student's parent or guardian with a written  
12 statement of items to be discussed at the meeting. <sup>1</sup>The written  
13 statement of items shall be delivered to the parent or guardian by  
14 regular mail and, if the school maintains the parent's or guardian's  
15 email address on file, by electronic mail.<sup>1</sup>

16 b. The written statement of items required pursuant to  
17 subsection a. of this section shall include:

18 (1) the student's current levels of academic and functional  
19 performance;

20 (2) a list of the names of any required IEP team members who  
21 are seeking excusal from participation in the IEP team meeting,  
22 accompanied by any excused IEP team member's input with respect  
23 to the programs and services for which the member is responsible.  
24 The list provided pursuant to this subsection shall be in addition to  
25 any requests for consent for excusal that are included with the  
26 notice of the IEP team meeting date and participants that is  
27 provided in accordance with federal and State law and regulation;  
28 and

29 (3) an invitation for the parent or guardian to provide input and  
30 feedback as to the programs and services proposed in the student's  
31 IEP.

32  
33 2. a. There is established in the Department of Education the  
34 Individualized Education Program (IEP) Improvement Working  
35 Group. The purpose of the working group shall be to provide  
36 recommendations to the department regarding methods to improve  
37 the development and implementation of IEPs and to ensure parental  
38 involvement in the process.

39 b. The working group shall consist of members appointed by  
40 the Commissioner of Education. The working group shall be  
41 composed of members representing the northern, central, and  
42 southern regions of the State, and shall include, but not be limited  
43 to:

44 (1) three members who are employed as full-time teachers in a  
45 public school in the State who teach students with IEPs;

**EXPLANATION** – Matter enclosed in bold-faced brackets **[thus]** in the above bill is  
not enacted and is intended to be omitted in the law.

Matter underlined thus is new matter.

Matter enclosed in superscript numerals has been adopted as follows:

<sup>1</sup>Assembly AED committee amendments adopted May 8, 2025.

1 (2) two members who are employed as a principal in a public  
2 school in the State;

3 (3) two members who are employed as a director of special  
4 education in the State;

5 (4) two members of a school board of two different school  
6 districts in the State;

7 (5) two members who are employed as chief school  
8 administrators in a public school in the State;

9 (6) four or five members who are parents of students receiving  
10 special education services, at least one each at the prekindergarten,  
11 elementary, middle, and high school levels in a public school in the  
12 State;

13 (7) <sup>1</sup>~~four~~ six members who have expertise working with, or  
14 representing, students with disabilities, including two members who  
15 have direct experience working with Black, Latino, and immigrant  
16 students with disabilities<sup>1</sup>; one member who has direct experience  
17 providing transition services; and one member who is at least 21  
18 years of age and has received special education and related services  
19 pursuant to an IEP<sup>1</sup>; and

20 (8) four members who are part of a child study team in a public  
21 school in the State with one member employed as a school  
22 psychologist, one member employed as a school social worker, one  
23 member employed as a learning disabilities teaching consultant, and  
24 one member employed <sup>1</sup>~~by a related services provider~~ as a  
25 speech-language specialist<sup>1</sup>.

26 c. Appointments to the working group shall be made within 60  
27 days after the effective date of this act. The working group shall  
28 organize as soon as practicable, but no later than the 30th day after  
29 the members are appointed. Vacancies in the membership of the  
30 working group shall be filled in the same manner as the original  
31 appointments were made.

32 d. The department shall provide stenographic, clerical, and  
33 other administrative assistants, and professional staff as the working  
34 group requires to carry out its work. The working group shall be  
35 entitled to call to its assistance and avail itself of any non-  
36 confidential data maintained by the department and the services of  
37 the employees of any State, county, or municipal department, board,  
38 bureau, commission, or agency as it may require and as may be  
39 available for its purposes.

40

41 3. a. It shall be the duty of the working group established  
42 pursuant to section 2 of this act to examine, research, and make  
43 recommendations to the Department of Education regarding the  
44 development and implementation of Individualized Education  
45 Programs (IEPs) and the inclusion of parents in the process.

46 b. The recommendations shall include, but not be limited to, an  
47 examination of:



- 1 (1) practices utilized in other states that are different from
- 2 practices in New Jersey for the development and implementation of
- 3 IEPs and ensuring parental involvement in the process;
- 4 (2) the differences in practices used in different school districts
- 5 within the State for the development and implementation of IEPs;
- 6 (3) research or other academic evidence of best practices with
- 7 respect to development of IEPs;
- 8 (4) federal or State law restrictions on changes to the IEP
- 9 process; and
- 10 (5) potential legislative, regulatory, funding, or other
- 11 improvements to the State's IEP process.
- 12 c. The working group shall issue a report, including its
- 13 recommendations, no later than four months after the working
- 14 group organizes.
- 15
- 16 4. This act shall take effect immediately and section 1 shall
- 17 first apply to the first school year following the date of enactment.

# ASSEMBLY EDUCATION COMMITTEE

## STATEMENT TO

### **ASSEMBLY, No. 5492**

with committee amendments

# STATE OF NEW JERSEY

DATED: MAY 8, 2025

The Assembly Education Committee reports favorably and with committee amendments Assembly Bill No. 5492.

As amended, this bill requires certain information to be provided to a parent or guardian at least two business days prior to the annual Individualized Education Program (IEP) team meeting. The bill also requires the Department of Education to establish the IEP Improvement Working Group.

The amended bill requires public schools, not less than two business days prior to the annual team meeting concerning the review of an Individualized Education Program (IEP) for a special education student, to provide the student's parent or guardian with a written statement of items to be discussed at the meeting. The written statement of items is to be delivered to the parent or guardian by regular mail and, if the school maintains the parent's or guardian's email address on file, by electronic mail.

This statement is to include: (1) the student's current levels of academic and functional performance; (2) a list of the names of any required IEP team members who are seeking excusal from participation in the IEP team meeting, accompanied by any excused IEP team member's input with respect to the programs and services for which the member is responsible. This list is to be in addition to any requests for consent for excusal that are included with the notice of the IEP meeting date and participants that is provided in accordance with federal and State law and regulation; and (3) an invitation for the parent or guardian to provide input and feedback as to the programs and services proposed in the student's IEP.

Under the amended bill, the department is to establish the Individualized Education Program (IEP) Improvement Working Group. The purpose of the working group is to provide recommendations to the department regarding methods to improve the development and implementation of IEPs and to ensure parental involvement in the process. The working group is to consist of members appointed by the Commissioner of Education, including teachers, school administrators, members of the educational community, and parents as detailed in the bill.

The working group is to examine, research, and make recommendations on:

(1) practices utilized in other states that are different from practices in New Jersey for the development and implementation of IEPs and ensuring parental involvement in the process;

(2) the differences in practices used in different school districts within the State for the development and implementation of IEPs;

(3) research or other academic evidence of best practices with respect to development of IEPs;

(4) federal or State law restrictions on changes to the IEP process; and

(5) potential legislative, regulatory, funding, or other improvements to the State's IEP process.

The working group is to issue a report no later than four months after the working group organizes.

As amended and reported by the committee, Assembly Bill No. 5492 is identical to Senate Bill No. 3982 (SCS), which also was amended and reported by the committee on this same date.

#### COMMITTEE AMENDMENTS:

The committee amended the bill to:

- require the written statement of items be delivered to the parent or guardian by regular mail and, if the school maintains the parent's or guardian's email address on file, by electronic mail;
- increase the number of members on the working group who have expertise working with, or representing, students with disabilities from four to six;
- require one of those six members to have direct experience providing transition services and one of those members to be at least 21 years of age and have received special education and related services pursuant to an IEP; and
- update the members on the working group who are part of a child study team in a public school in the State to include an individual employed as a speech-language specialist instead of an individual employed by a related services provider.

ASSEMBLY OVERSIGHT, REFORM AND FEDERAL  
RELATIONS COMMITTEE

STATEMENT TO

[First Reprint]

**ASSEMBLY, No. 5492**

**STATE OF NEW JERSEY**

DATED: JUNE 12, 2025

The Assembly Oversight, Reform and Federal Relations Committee reports favorably Assembly Bill No. 5492 (1R).

This bill requires certain information to be provided to a parent or guardian at least two business days prior to the annual Individualized Education Program (IEP) team meeting. The bill also requires the Department of Education to establish the IEP Improvement Working Group.

The bill requires public schools, not less than two business days prior to the annual team meeting concerning the review of an Individualized Education Program (IEP) for a special education student, to provide the student's parent or guardian with a written statement of items to be discussed at the meeting. The written statement of items is to be delivered to the parent or guardian by regular mail and, if the school maintains the parent's or guardian's email address on file, by electronic mail.

This statement is to include: (1) the student's current levels of academic and functional performance; (2) a list of the names of any required IEP team members who are seeking excusal from participation in the IEP team meeting, accompanied by any excused IEP team member's input with respect to the programs and services for which the member is responsible. This list is to be in addition to any requests for consent for excusal that are included with the notice of the IEP meeting date and participants that is provided in accordance with federal and State law and regulation; and (3) an invitation for the parent or guardian to provide input and feedback as to the programs and services proposed in the student's IEP.

Under the bill, the department is to establish the Individualized Education Program (IEP) Improvement Working Group. The purpose of the working group is to provide recommendations to the department regarding methods to improve the development and implementation of IEPs and to ensure parental involvement in the process. The working group is to consist of members appointed by the Commissioner of Education, including teachers, school administrators, members of the educational community, and parents as detailed in the bill.

The working group is to examine, research, and make recommendations on:

(1) practices utilized in other states that are different from practices in New Jersey for the development and implementation of IEPs and ensuring parental involvement in the process;

(2) the differences in practices used in different school districts within the State for the development and implementation of IEPs;

(3) research or other academic evidence of best practices with respect to development of IEPs;

(4) federal or State law restrictions on changes to the IEP process; and

(5) potential legislative, regulatory, funding, or other improvements to the State's IEP process.

The working group is to issue a report no later than four months after the working group organizes.

As reported by the committee, Assembly Bill No. 5492 (1R) is identical to the committee substitute for Senate Bill No. 3982 (1R), which was also reported by the committee on this date.

# Governor Murphy Takes Action on Legislation

Posted on - 07/22/2025

**TRENTON** – Today, Governor Murphy signed the following bills into law:

**S2167/A1406 (Ruiz, Vitale/Haider, Swain)** – Requires public and certain nonpublic schools to comply with breakfast and lunch standards adopted by USDA

**S3052/A4878 (Johnson, Space/Park, Tucker, Speight)** – Concerns grade options at public institutions of higher education for service member and dependents unable to complete course due to military obligation

**S3711/A5153 (McKeon, Zwicker/Haider, Reynolds-Jackson, Spearman)** – Makes annual allocation of \$500,000 from Clean Communities Program Fund for public outreach concerning single-use plastics reduction program permanent.

**SCS for S3982/A4592 (Ruiz/Reynolds-Jackson/Carter, Morales)** – Requires certain information be provided to parent at least two business days prior to annual Individualized Education Program (IEP) team meeting; establishes IEP Improvement Working Group in DOE.

**S4263/A5408 (Vitale, Scutari/Carter, Sumter, Speight)** – Revises certain provisions concerning, and establishes certain education and data reporting requirements related to, involuntary commitment.

**S4426/A5622 (Burzichelli, Singer/Schnall, Peterpaul, Kane)** – Appropriates funds to DEP for environmental infrastructure projects for FY2026

**S4439/A5729 (Lagana, Cryan/Swain)** – Establishes protections for student-athletes and certain institutions of higher education concerning name, image, or likeness compensation; repeals “New Jersey Fair Play Act.”

**A3128/SCS for S4071/S3155 (Coughlin, Wimberly, Pintor Marin/Ruiz, Scutari, Singleton, Greenstein, Turner)** – Authorizes HMFA to use certain tax credits; directs HMFA to conduct tax credit auctions to provide financial assistance for certain housing purposes

**A4897/S3769 (Carter, Atkins, Reynolds-Jackson/Cryan, Amato)** – Revises law requiring certain student identification cards to contain telephone number for suicide prevention hotline

**A5170/S4027 (Pintor Marin, Speight/Cruz-Perez, Pou)** – Requires State to purchase certain unused tax credits issued under New Jersey Economic Recovery Act of 2020

**A5546/S4388 (Verrelli, Reynolds-Jackson/Turner)** – Concerns financial powers and responsibilities of Capital City Redevelopment Corporation.

Posted on: January 2, 2025

## **Singer Bill to Reschedule 2025 Primary Election Signed into Law**

Governor Phil Murphy recently signed bipartisan legislation sponsored by Senator Robert Singer (R-30) to reschedule New Jersey's 2025 primary election from June 3 to June 10 to accommodate for the Jewish holiday, Shavuot.



“As legislators, it is our responsibility to ensure every eligible voter can participate in our democracy without undue barriers,” said Sen. Singer. “By rescheduling New Jersey’s June primary to occur on June 10, we are accommodating voters observing Shavuot and honoring the rich diversity of our State. With the Governor’s signature, this change ensures that voters are not forced to choose between exercising their right to vote and their deeply held religious traditions.”

Shavuot, a significant Jewish holiday, spans three days from June 1 through June 3, during which observant individuals refrain from writing, driving, traveling, and using electronics. Consequently, observant Jewish voters would have faced challenges when casting their vote in the June 3 primary.

Sen. Singer’s bipartisan bill, A-5152/S-3965, will reschedule the primary to June 10 to accommodate the observance of the Shavuot holiday in 2025.

You can [read the full text of the signed legislation](#) online.