

NEW JERSEY STATE LIBRARY
185 W. State Street
Trenton, N. J.

R.S. 18A:46-2 et seq.

~~R.S. 18:14-11.35 et seq.~~

May 1, 1967

18A:46-2 et seq.

LEGISLATIVE NOTES ON R.S. ~~18A:46-2 et seq.~~
(Education - Maladjusted pupils)

For background see:

- 974.90 N.J. Comm. to study the problems and needs
C536 of mentally deficient persons.
1954 Mental deficiency in New Jersey.
- 974.90 N.J. Department of Institutions and Agencies.
C536 Summary of proceedings, N.J. Conference:
1956 "An exploration of public school approaches
to meet the problem of emotionally disturbed
children".

COPY NO. 2

- L. 1959, Chapter 104 - A125
Introduced January 19 by Beadleston & Klepesch.
No statement.
Amended by Assembly Committee on Feb. 16.
Amended by Assembly, March 9.
Amended by Senate Committee May 21.

For Rules and Regulations under this act and an explanation of changes wrought by it, see:

- 974.905 The Exchange, pub. by N.J. Office of
E96 Special Education, Vol. 8, no. 1,
August 1964.

- L. 1963, Chapter 187 - S72
Introduced January 14 by Senator Grossi.
No statement.
Governor made statement upon signing bill Jan. 20, 1964.

For background on these acts see:

N.J. Dept. of Education, Div. of Curriculum
and Instruction, Office of Special Education Services.
Growth of adjustment services in New Jersey
schools since enactment of state-support legislation.
4p. 1963. (copy enclosed).

- 974.90 N.J. Dept. of Institutions and Agencies.
M549 Inter-relationships between community mental
1964a health clinics, school child study teams and special
educational services in meeting the mental health
needs of children. A conference ... 1963.

RS/PC

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March 10, 1969

L. 1966, Chapter 95 - A569

March 16 - Introduced by Hauser and 5 others.
 May 9 - Passed in Assembly.
 May 25 - Passed in Senate.
 June 14 - Approved, Chapter 95.
 No statement.
 Not amended during passage.

L. 1966, Chapter 29 - A21

January 18 - Introduced by Beadleston & 7 others.
 April 25 - Passed Assembly under emergency resolution, amended.
 April 27, Passed in Senate.
 April 27 - Approved, Chapter 29.
 No statement.
 Amended: copies of original bill and amendment attached.
 also attached is the fiscal note to this bill. See
 the fiscal note for a detailed explanation of the
 changes this act will make.

Newspaper articles (under N.J.--Handicapped). ~~Articles are attached.~~

"Hughes accused of suppressing copies of bill", Philadelphia Inquirer, January 7, 1966.

"Hits Hughes," Newark Evening News, January 7, 1966.

"Handicapped law revised," Trenton Times, April 26, 1966.

L. 1968, Chapter 430 - S534

March 14 - Introduced by Woodcock & 9 others.
 November 25 - Passed in Senate, amended.
 November 25 - Passed in Assembly under emergency resolution.
 February 11, 1969 - Approved, Chapter 430.
 Amended: copy of original bill and amendment attached.
 No statement.

Newspaper article (under N.J.--Handicapped).

"Making it easier for handicapped," Star-Ledger, November 28, 1968.

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SENATE, No. 534

STATE OF NEW JERSEY

INTRODUCED MARCH 14, 1968

By Senators WOODCOCK, KNOWLTON, SCHIAFFO, DICKINSON, HAGEDORN, SCIRO, SCHOEM, SISCO, DOWD and WHITE

Referred to Committee on Education

AN ACT concerning education, relating to classes and facilities for handicapped children, and amending section 18A:46-14 of the New Jersey Statutes.

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

1 1. Section 18A:46-14 of the New Jersey Statutes is amended to
2 read as follows:

3 18A:46-14. The facilities and programs of education required
4 under this chapter shall be provided by one or more of the fol-
5 lowing:

6 a. A special class or classes in the district, including a class or
7 classes in hospitals, convalescent homes, or other institutions;

8 b. A special class in the public schools of another district in this
9 State or an adjoining *or nearby* State;

10 c. Joint facilities including a class or classes in hospitals, con-
11 valescent homes or other institutions to be provided by agreement
12 between one or more school districts;

13 d. A jointure commission program;

14 e. A State of New Jersey operated program;

15 f. Instruction at school supplementary to the other programs in
16 the school, whenever, in the judgment of the board of education
17 with the consent of the commissioner, the handicapped pupil will
18 be best served thereby;

19 g. Sending children capable of benefiting from a day school in-
20 structional program to privately operated nonprofit day classes,
21 in New Jersey or an adjoining State *or a nearby State and within*
22 *400 miles of the sending district*, the services of which are non-
23 sectarian whenever in the judgment of the board of education with
24 the consent of the commissioner it is impractical to provide services
25 pursuant to subsections a, b, c, d, e, or f otherwise;

26 h. Individual instruction at home or in school whenever in the
27 judgment of the board of education with the consent of the com-
28 missioner it is impracticable to provide a suitable special education
29 program for a child pursuant to subsections a, b, c, d, e, f, or g
30 otherwise.

31 Whenever any child shall be confined to a hospital, convalescent
32 home, or other institution in New Jersey or an adjoining *or nearby*
33 State and is enrolled in an education program approved under this
34 article, the board of education of the district in which the child is
35 domiciled shall pay the tuition of said child in the special education
36 program upon determination, that it is advisable for the child to
37 be so confined.

38 The board of education may also furnish: (a) the facilities or
39 programs provided in this article to any person over the age of 20
40 who does not hold a diploma of a high school approved in this State
41 or in any other State in the United States, (b) suitable approved
42 facilities and programs for children under the age of 5.

1 2. This act shall take effect immediately.

SENATE COMMITTEE AMENDMENT TO
SENATE, No. 534

—•—
STATE OF NEW JERSEY
—•—

ADOPTED MAY 13, 1968

Amend page 1, section 1, line 22, omit "the sending district", insert
"Trenton".

APPROVED 2/11/69

[OFFICIAL COPY REPRINT]

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13 d. A jointure commission program;

14 e. A State of New Jersey operated program;

15 f. Instruction at school supplementary to the other programs in
16 the school, whenever, in the judgment of the board of education
17 with the consent of the commissioner, the handicapped pupil will
18 be best served thereby;

19 g. Sending children capable of benefiting from a day school in-
20 structional program to privately operated nonprofit day classes,
21 in New Jersey or an adjoining State *or a nearby State and within*
22 *400 miles of* ***[the sending district]*** *Trenton*, the services of
23 which are nonsectarian whenever in the judgment of the board of
24 education with the consent of the commissioner it is impractical to
25 provide services pursuant to subsections a, b, c, d, e, or f otherwise;

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

26 h. Individual instruction at home or in school whenever in the
27 judgment of the board of education with the consent of the com-
28 missioner it is impracticable to provide a suitable special education
29 program for a child pursuant to subsections a, b, c, d, e, f, or g
30 otherwise.

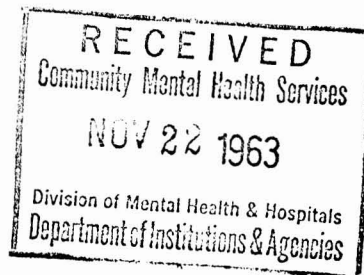
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1 2. This act shall take effect immediately.

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
175 WEST STATE STREET
TRENTON 25

DIVISION OF CURRICULUM AND INSTRUCTION
Office of Special Education Services



GROWTH OF ADJUSTMENT SERVICES IN NEW JERSEY SCHOOLS
SINCE ENACTMENT OF STATE-SUPPORT LEGISLATION

New Jersey has long been an educationally advanced state. Several of the State's school districts were pioneers in providing services now widely spread throughout the Nation. The first New Jersey school psychologist was employed in 1910. School social workers, then generally termed visiting teachers, followed in the decade after World War I. The first New Jersey school child guidance bureau with provision for psychiatric service opened in 1928.

Growth was slow however. Not only was there no State regulation requiring local districts to provide such services, but also there was no program of State incentives to give encouragement to local boards.

In 1954, forty-four years after the first school psychologist was employed in New Jersey, there were only 35 school psychologists in the State. In that year, the "first Beadleston Act" clarified and established the local district's responsibility for identifying and making suitable educational provisions for mentally retarded pupils. This stimulated the employment of school psychologists and by 1959-60 there were about 150 in the schools of the State.

To encourage local boards to provide services which time had proven of value further legislation was adopted in 1959. This law (Chapter 104, Laws of 1959) provided that the State would match certain local expenditures for educational services which would aid maladjusted pupils up to a maximum of two dollars per pupil per year. It established positions in the State Department of Education to aid and administer the program of state encouragement and support, and it further provided for professional specialists in the areas of school psychology, school social work, remedial education and consultants in child psychiatry who would work from the offices of the county superintendents of schools to extend and improve the services provided by the local districts in each county. The initial legislative appropriation provided for service in only two counties. Burlington and Union were chosen. The following year Morris County was added and after the elapse of another year Monmouth County.

Growth of Services

Although the legislation was signed into law by Governor Meyner in June, 1959, it was near the close of the 1959-60 school year before staff members to implement the legislation began service with the Department of Education and rules and regulations were prepared and adopted by the State Board of Education upon recommendation of the Commissioner. Since the legislation had been in force during the school year 1959-60, it was

decided that districts having programs during 1959-60 which met approval standards could apply for and receive reimbursement. Of course, the budgets to provide for these local programs had been adopted by the school districts early in 1959 before the legislation was adopted. Hence, although local districts were reimbursed for expenditures made in 1959-60, this year may be regarded as showing the level of service attained in New Jersey prior to the time when the inducements offered by the legislation became operative. Even budgets to provide services during 1960-61 were adopted by local districts early in 1960 before the legislation was implemented and before approved standards for local services had been adopted by the State Board of Education. Therefore, it is reasonable to compare services in 1959-60 with 1961-62. The first year represents the level of service attained in New Jersey prior to the time the state incentive legislation influenced local district budgets. The latter year was the first in which the state incentive legislation and regulations adopted pursuant to it could have been fully operative in influencing the level of local services.

State reimbursement is based on the amount expended by a school district for salaries in the four professional areas of school psychology, school social work, remedial instruction and consulting child psychiatry. Since average salary levels have been changing, the amount of money being spent by school boards for these professional categories is not as reliable a measure of changes in the amount of service being provided as is the ratio between total professional service time and the number of pupils being served.

The graph below shows the growth in the number of full-time professional workers or equivalent in the disciplines of school psychology, school social work and remedial instruction in all New Jersey school systems whose programs were approved for State reimbursement. Consulting child psychiatrists were not included because most districts still employ psychiatrists on a fee-per-case rather than on a time basis although the number of districts using the latter plan is increasing.

Graph A

Growth in the Number of Full-time Adjustment Service
Personnel or Equivalent in all New Jersey School
Districts with Approved Programs

1959-60	223.4
1960-61	277.1
1961-62	341.3

This growth in service which amounts to 53 per cent in a three-year period may be divided into two categories. First, the number of districts which provided approved services increased year by year. Second, the amount of service within districts with approved programs also increased.

There has been an increase in the number of New Jersey public school children who are attending school in districts providing at least the minimum program which can be approved for State reimbursement. These

minimum program standards must not be confused with desirable levels of service. The standards were set low to encourage districts which had never provided any service to at least make a beginning. Graph B shows the growth in the proportion of New Jersey pupils attending school in districts with approved programs.

Graph B

Per Cent of Public School Enrollments in Districts With and Without Approved Adjustment Programs

	No Approved Program	An Approved Program
1959-60	59.9%	40.1%
1960-61	53.7%	46.3%
1961-62	50.0%	50.0%

Since the enrollments in New Jersey schools during the three-year period under examination, the number of children in districts with approved programs increased as shown in Graph C.

Graph C

Number of Pupils Enrolled in Districts with Approved Programs

1959-60	406,754
1960-61	489,118
1961-62	552,343

Not only did the absolute numbers of pupils and the proportion of all public school children in districts with approved programs increase during the three-year period but also the amount of service provided within the districts having approved programs rose. The amount of service was measured by the number of pupils for each full-time staff member or equivalent from the three disciplines of school psychology, school social work and remedial instruction.

In 1959-60 there were 406,754 pupils in districts with approved programs. To aid all of these children and their teachers there was the equivalent of 223.4 full-time workers, or one staff member for each 1,821 pupils. In 1960-61 the ratio was one to 1,767 and in 1961-62 it was one to 1,618. Looking at the converse, in 1959-60 for every 10,000 pupils in districts with approved programs there were a total of 5.49 staff members in the professions of school psychology, school social work and remedial instruction. In 1960-61 this rose to 5.67 and in 1961-62 to 6.18. While the addition of only a little more than one-half of a full-time person during a three year period for each 10,000 pupils may seem small, it does represent an increase of nine per cent in three years.

State regulations require that a district eventually provide service from all the four disciplines enumerated in the act, school psychology, school social work, remedial instruction and psychiatry although initially a district might begin with only psychological service. Since psychological service was most widely provided at the beginning of the program, it is not surprising that the other disciplines increased at a faster rate than psychology. While the number of school psychologists rose 39 per cent, the number of school social workers rose 61 per cent and the number of approved remedial instructors went up 74 per cent. The number of individual school districts with approved programs obtaining psychiatric consultation in 1959-60 was 16; in 1960-61, 25; in 1961-62, 39. The growth in three years amounted to 144 per cent.

While there has been a gratifying growth in service for New Jersey children since the 1959 legislation, only half of New Jersey public school children in 1961-62 attended schools in which even a minimal level of service was available for the child beset with emotional and social difficulties. A review of the service levels in the various counties illuminates the vast variation even in this small and compact state. A child residing in our best-served county had a 99.7 per cent chance of being in a district providing at least a minimal level of service. On the other hand, there were five counties in which no child attended school in a district with a program of service which met even minimum standards. To provide the level of service for the children in these five counties equivalent to that furnished in the best county would require adding to the three psychologists now in these five counties, 25 additional psychologists, 11 social workers and 18 remedial instruction specialists.

Much has been accomplished. Much remains to be done if help is to be available for every troubled child. In each county with better local board of education services there is need for a county child study team to coordinate, approve and support existing services. In each county wherein little services exist among local boards there is a very special need for a county child study team which can encourage local board participation as well as give a minimal level of direct service.

JKS:PW
2/18/63