

SENATE, No. 4654

STATE OF NEW JERSEY
222nd LEGISLATURE

INTRODUCED OCTOBER 1, 2026

Sponsored by:

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District 15 (Hunterdon and Mercer)

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SYNOPSIS

Requires school districts to provide support services to certain students prior to grade 12; requires reporting on support services provided.

CURRENT VERSION OF TEXT

As introduced.



(Sponsorship Updated As Of: 10/1/2026)

1 AN ACT concerning support services for high school students,
2 amending various parts of the statutory law, and supplementing
3 P.L.1979, c.241 (C.18A:7C-1 et seq.).
4

5 **BE IT ENACTED** *by the Senate and General Assembly of the State*
6 *of New Jersey:*
7

8 1. Section 3 of P.L.1979, c.241 (C.18A:7C-3) is amended to
9 read as follows:

10 3. a. For any student who **【does not meet the State and district**
11 **examination standards】** has not demonstrated satisfactory progress
12 towards meeting the State and local requirements for graduation by
13 the end of **【11th】** grade 10, the local board of education **【when**
14 **appropriate】** shall provide additional remedial instruction
15 **【specifically directed toward mastery of those proficiencies**
16 **identified as necessary】** for the awarding of a diploma, which shall
17 prioritize student-specific interventions and supports and limit the
18 use of instructional time on test preparation. The additional
19 remedial instruction may include, but **【need】** not be limited to:

20 (1) interventions or supports provided through a Response to
21 Intervention framework, the New Jersey Tiered System of Supports,
22 or other Multi-Tiered System of Support model implemented
23 pursuant to section 1 of P.L.2016, c.48 (C.18A:6-135);

24 (2) direct classroom interventions, including tutoring; and

25 (3) an extended school year, extended school day, or additional
26 school years.

27 b. A board of education may use existing services, programs,
28 and resources to provide additional remedial instruction to a student
29 pursuant to subsection a. of this section.

30 c. Any **【12th】** grade 12 student who **【does not meet said**
31 **requirements】** has not demonstrated satisfactory progress towards
32 meeting the State and local requirements for graduation, but who
33 has met all the credit, curriculum, and attendance requirements,
34 shall be eligible for a comprehensive assessment of **【said】** these
35 proficiencies utilizing techniques and instruments other than
36 standardized tests, which techniques and instruments shall have
37 been approved by the Commissioner of Education as fulfilling State
38 and local graduation requirements.

39 (cf: P.L.1988, c.168, s.1)
40

41 2. Section 4 of P.L.1988, c.168 (C.18A:7C-6.2) is amended to
42 read as follows:

43 4. a. The Commissioner of Education shall develop and
44 administer to all **【eighth】** grade **【pupils】** eight students in the

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.

1 school year **【which】** that begins in September 1990, and annually
2 thereafter, a test to assess progress toward mastery of State
3 graduation proficiency standards.

4 b. For any student ~~who does~~ not **【meeting established**
5 examination standards,】 demonstrate satisfactory progress toward
6 mastery of State graduation proficiency standards pursuant to
7 subsection a. of this section or local promotion standards adopted
8 pursuant to section 1 of P.L.1985, c.480 (C.18A:35-4.9), the local
9 board of education shall provide for appropriate remediation in
10 areas of demonstrated deficiency, which shall prioritize student-
11 specific interventions and supports and limit the use of instructional
12 time on test preparation. Appropriate remediation may include, but
13 not be limited to:

14 (1) interventions or supports provided through a Response to
15 Intervention framework, the New Jersey Tiered System of Supports,
16 or other Multi-Tiered System of Support model implemented
17 pursuant to section 1 of P.L.2016, c.48 (C.18A:6-135);

18 (2) direct classroom interventions, including tutoring; and

19 (3) after school, weekend, and summer programs.

20 c. A board of education may use existing services, programs,
21 and resources to provide appropriate remediation to a student
22 pursuant to subsection b. of this section.

23 (cf: P.L.1990, c.52, s.36)

24
25 3. Section 1 of P.L.2016, c.48 (C.18A:6-135) is amended to read
26 as follows:

27 1. a. The Commissioner of Education shall **【develop and**
28 **establish an initiative to support and encourage】** require the use of a
29 Response to Intervention framework, the New Jersey Tiered System
30 of Supports, or other Multi-Tiered System of Support model by
31 school districts to **【promote】** ensure the achievement of all
32 students. The **【initiative】** commissioner shall **【include**
33 **dissemination of】** disseminate information and guidance to school
34 districts regarding **【the development and effective implementation**
35 **of】** the use of a Response to Intervention framework , the New
36 Jersey Tiered System of Supports, or other Multi-Tiered System of
37 Support model as a methodology to identify struggling learners,
38 maximize student achievement, and reduce behavioral problems.
39 The **【initiative】** commissioner shall also **【include dissemination of】**
40 disseminate information and guidance to school districts within 180
41 days of the effective date of P.L. , c. (C.) (pending before
42 the Legislature as this bill) regarding the effective use of a
43 Response to Intervention framework, the New Jersey Tiered System
44 of Supports, or other Multi-Tiered System of Support model as a
45 methodology to: ensure students in grades nine through 11 receive
46 support services to meet State and local graduation requirements
47 before grade 12; and identify students with specific learning

1 disabilities in accordance with the "Individuals with Disabilities
2 Education Act," 20 U.S.C. s.1400 et seq. The information and
3 guidance provided to school districts shall make clear that a
4 Response to Intervention framework, the New Jersey Tiered System
5 of Supports, or other Multi-Tiered System of Support model is not a
6 substitute for classification of a student as eligible for special
7 education and related services if the student requires classification.

8 b. The commissioner shall ensure that a Response to
9 Intervention framework, the New Jersey Tiered System of Supports,
10 or other Multi-Tiered System of Support model implemented by a
11 school district includes, at a minimum, the following elements:

12 (1) high quality research-based instruction in the general
13 education setting;

14 (2) universal screening procedures to identify students at risk for
15 poor learning outcomes or behavioral challenges;

16 (3) multiple levels of evidence-based interventions that are
17 progressively more intense, based on the student's responsiveness;
18 and

19 (4) continuous monitoring of student progress.

20 c. The commissioner shall make available technical assistance
21 and training to assist school districts in the implementation of a
22 Response to Intervention framework, the New Jersey Tiered System
23 of Supports, or other Multi-Tiered System of Support model.

24 (cf: P.L.2016, c.48, s.1)

25
26 4. (New section) a. The local chief school administrator shall
27 report annually to the Commissioner of Education concerning:

28 (1) the intervention and support models utilized by the school
29 district pursuant to section 1 of P.L.2016, c.48 (C.18A:6-135);

30 (2) the number of students receiving student-specific
31 interventions and supports pursuant to the provisions of section 3 of
32 P.L.1979, c.241 (C.18A:7C-3) and section 4 of P.L.1988, c.168
33 (C.18A:7C-6.2) and the intervention and support model utilized for
34 each student; and

35 (3) the progress of each student identified in paragraph (2) of
36 this section in meeting State and local graduation requirements.

37 b. The Commissioner shall issue an initial report, within one
38 year of the effective date of P.L. , c. (C.) (pending before
39 the Legislature as this bill), on the Internet website of the
40 Department of Education, which shall include a summary of the
41 information provided pursuant to subsection a. of this section.

42 c. Following the issuance of the initial report pursuant to
43 subsection b. of this section, the commissioner shall issue a report
44 every three years on the department's Internet website containing a
45 summary of the information provided pursuant to subsection a. of
46 this section and any specific recommendations the commissioner
47 deems appropriate and necessary related to intervention and support
48 services for students.

1 d. The information required to be in the reports pursuant to this
2 section shall be disaggregated by race, gender, disability, and
3 eligibility for free or reduced-price lunch under the National School
4 Lunch Program, and shall not include any student-level or
5 personally identifiable information.

6
7 5. This act shall take effect immediately and shall first apply to
8 the first full school year following the date of enactment.

9
10
11 STATEMENT

12
13 This bill requires school districts to provide support services to
14 certain students prior to grade 12 and implement certain tiered
15 systems of supports. The bill also requires school districts and the
16 Commissioner of Education to report on certain information
17 concerning the support services under the bill.

18 Current law requires each student in grade eight to take a test to
19 assess progress toward mastery of State graduation proficiency
20 standards. A board of education is required to provide appropriate
21 remediation to any student who does not meet established
22 examination standards. The appropriate remediation may include
23 after school, weekend, and summer programs.

24 Current law also requires the board of education to provide
25 additional remedial instruction to any student who does not meet
26 State and district examination requirements by the end of grade 11.
27 The additional remedial instruction is directed toward mastery of
28 proficiencies identified as necessary for the awarding of a diploma
29 and may include an extended school year, extended school day, or
30 additional school years.

31 This bill revises these requirements to identify students earlier
32 and provide targeted interventions and support to ensure a student is
33 on-track to meet State and local graduation requirements.

34 The bill expands a board of education's responsibilities in
35 providing appropriate remediation to any grade eight student to
36 include those who do not demonstrate satisfactory progress toward
37 mastery of State graduation proficiency standards or local
38 promotion standards under current law. The appropriate
39 remediation would prioritize student-specific interventions and
40 support, and limit the use of instruction time on test preparation.
41 Under the bill, appropriate remediation is expanded to include:
42 interventions or supports under a Response to Intervention
43 framework, the New Jersey Tiered System of Supports, or other
44 Multi-Tiered System of Support model; and direct classroom
45 interventions, including tutoring. The bill clarifies that the board
46 may use existing services, programs, and resources when providing
47 appropriation remediation to a student.

1 Under the bill, a board of education is required to provide
2 additional remedial instruction to any student who, by the end of
3 grade 10, has not demonstrated satisfactory progress towards
4 meeting the State and local requirements for graduation. The
5 additional remedial instruction for the awarding of a diploma will
6 prioritize student-specific interventions and supports and limit the
7 use of instruction time on test preparation. Under the bill, additional
8 remedial instruction is expanded to include: interventions or
9 supports under a Response to Intervention framework, the New
10 Jersey Tiered System of Supports, or other Multi-Tiered System of
11 Support model; and direct classroom interventions, including
12 tutoring. The bill clarifies that the board may use existing services,
13 programs, and resources when providing additional remedial
14 instruction to a student.

15 Current law encourages districts to utilize a Response to
16 Intervention framework as a methodology in identifying struggling
17 learners, maximizing student achievement, and reducing behavioral
18 problems. This bill mandates all districts to utilize this framework,
19 the New Jersey Tiered System of Supports, or another Multi-Tiered
20 System of Support model. The bill also requires the commissioner
21 to provide districts with information and guidance, within 180 days
22 of the effective date of the bill, regarding the effective use of these
23 methods to ensure students in grades nine through 11 receive
24 support services to meet State and local graduation requirements
25 before grade 12.

26 Finally, this bill requires the local chief school administrator to
27 report annually to the Commissioner of Education information on
28 the intervention and support services implemented under the bill.
29 The commissioner is then required to issue an initial report on this
30 information within one year of the effective date of this bill. The
31 commissioner will report on this information every three years
32 thereafter. The commissioner's reports would be published on the
33 Department of Education's Internet website and the information
34 within the reports will be disaggregated by various demographic
35 groups.