

# New Jersey Department of Education



## State Board Presentation: Chapter 9 Second Discussion

Office of Recruitment, Preparation and Certification

Division of Field Support and Services





# Categories of Amendments



- **Implementation of legislation**
- **Ensuring equitable requirements, practices, and procedures:**  
substantive policy proposals not rooted in signed legislation
- **Process updates:** streamlining and clarifying rules and procedures
- **Technical updates**



# Implementation of Legislation



Chapter 9 will be amended to address statutory obligations of the following laws:

- Computer Science Endorsement ([L.2018, c.81](#)) (9B)
- Revised Substitute Credential Requirements ([L.2021, c.87](#)) (9B)
- Special Education Requirements for Instructional Certification and Credit Hours in Autism Spectrum Disorder for Teachers of Students with Disabilities Endorsement ([L.2017, c.6](#)) (9B)
- Alternative measures of basic skills for CTE teachers ([S4074/L.2021, c.420](#)) (9B)
- Revised requirements for school nurse endorsements ([L.2017, c.70](#)) (9B)
- Create pathways for military spouses to earn certification through reciprocity ([L.2013, c.68](#)) (9B)
- Interstate Reciprocity Pilot ([L.2021, c.57](#)) (9A and 9B)
- Early College High School Certification Pathway ([L.2021, c.279](#)) (9B)



# N.J.A.C. 6A:9





# Professional Standards (9)

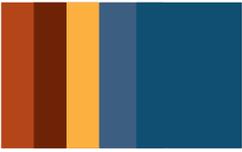


This chapter sets forth the applicable definitions for preparation, licensure, and professional development of educators required for licensure and certification pursuant to this chapter and N.J.A.C. 6A:9A, 6A:9B, and 6A:9C. It also contains the Professional Standards for Teachers and School Leaders.



# N.J.A.C. 6A:9A





# Educator Preparation Programs (9A)



This chapter sets forth the rules governing the approval of Certificate of Eligibility of Advance Standing (CEAS) and Certificate of Eligibility (CE) educator preparation programs and their content. It also contains the rules governing the preparation of educators for successful program entry, exit and completion to be recommended for educator certification.



# N.J.A.C. 6A:9A- Overview



The NJDOE's proposed amendments address the following areas:

- Accreditation
- Educator Preparation Program (EPP) Periodic Review
- Certificate of Eligibility with Advance Standing (CEAS) Educator Preparation Programs
- Certificate of Eligibility (CE) Educator Preparation Programs





# N.J.A.C. 6A:9A Proposals (1 of 2)



- N.J.A.C. 6A:9A-3:
  - Broaden accreditation options to include those recognized by the U.S. Department of Education and delete references to specific accreditors.
  - Adjust language to give the Commissioner the discretion not to reapprove programs after reviewing.
  - Add diversity metrics to periodic review.



# N.J.A.C. 6A:9A Proposals (2 of 2)



- N.J.A.C. 6A:9A-4.3- Allow additional pathways for candidates to demonstrate core competencies.
- N.J.A.C. 6A:9A-5.3- Give educator preparation programs autonomy to establish criteria for 50 hours of pre-professional experience.
- N.J.A.C. 6A:9A-5.6- Develop an add-on endorsement program pathway for certified teachers to add mathematics and/or science endorsements.



# Educator Preparation Program Approval



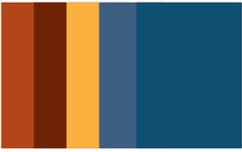
N.J.A.C. 6A:9A-3.1

(b) Educator preparation program approval shall be based on the following:

1.-3 (No change at second discussion.)

4. Performance, as indicated by the [required] documentation [in] **required at N.J.A.C. 6A:9A-[[3.2(f)]]3.3(e)**, for operating programs.





# Educator Preparation in Literacy



N.J.A.C. 6A:9A-3.3(e)9

[(f)] **(e)** Documentation for the Commissioner's periodic review of educator preparation programs shall include, but **need** not be limited to, the following:

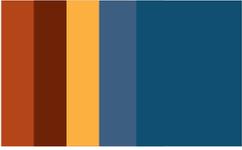
1 through 7 (no change at second discussion)

**8. Number of educator candidates from diverse backgrounds as evidenced by ethnicity, race, and gender[.]; and**

**9. Evidence that demonstrates comprehensive pedagogical content knowledge preparation necessary to integrate literacy into all content areas and support the implementation of the NJSLS.**

# N.J.A.C. 6A:9B





# State Board of Examiners and Certification (9B)



This chapter sets forth the rules governing the licensure of educators or candidates required to be certified. It also contains the rules delineating the organization of, powers of, duties of, and proceedings before the State Board of Examiners.





# N.J.A.C. 6A:9B Overview



NJDOE's certification policy proposals address the following areas:

- Options for candidates to demonstrate core competencies (basic skills);
- Pathways for teachers to add endorsements in high-need areas; and
- Interstate reciprocity.





## N.J.A.C. 6A:9B Proposals (1 of 2)



- N.J.A.C. 6A:9B-8.3- Broaden pathways for candidates to demonstrate core competencies.
- N.J.A.C. 6A:9B-8.8- Eliminate redundant clinical practice requirement for reciprocity candidates.
- N.J.A.C. 6A:9B-10.3- Require coursework in adaptive physical education for the physical education endorsement.
- N.J.A.C. 6A:9B-10.4- Develop a pathway for certified science teachers to attain additional science endorsements.





# N.J.A.C. 6A:9B Proposals (2 of 2)

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- N.J.A.C. 6A:9B-11.13- Create an alternate pathway for certified teachers to add-on mathematics and science endorsements.
- N.J.A.C. 6A:9B-14.22- Details a new bilingual paraprofessional credential.

# Career and Technical Education Substitute Credential



N.J.A.C. 6A:9B-7.4(a)

1. All requirements [in] at N.J.A.C. 6A:9B-7.1 through [7.3] **7.2, except the 30 general semester-hour credits requirement at N.J.A.C. 6A:9B-7.2(b)**, shall apply to this credential [except the 60 general semester-hour credits requirement in N.J.A.C. 6A:9B-7.3(a)]. Instead of the [60] **30** general semester-hour credits requirement, a career and technical education substitute credential shall be issued to a candidate who presents two years of full-time work **or teaching** experience [[within the past five years]] in the appropriate career cluster. The [[work]] experience shall be documented by an experience statement from an employer or presentation of a valid **State or out-of-state** occupational license.





# Elementary School Endorsement



N.J.A.C. 6A:9B-10.2

## 6A:9B-10.2 Elementary school (K-6)

**(a) A candidate for the elementary school (K-6) endorsement shall complete all of the certification requirements at N.J.A.C. 6A:9B-8 and 9, with the exception of N.J.A.C. 6A:9B-9.1(a)1.**

**[[a)] (b) [[To meet the endorsement requirements at N.J.A.C. 6A:9B-9.1(a)1iii, the]] A candidate for the elementary school (K-6) endorsement also shall complete:**

1. [Complete a] A liberal arts, science, dual-content, or interdisciplinary academic major; or

2. [Complete a] A minimum of 60 semester-hour credits in liberal arts and/or science, as documented on a transcript from [a regionally] an accredited college or university **for a candidate who begins a CEAS education preparation program on or before August 31, 2025.**

**i. A candidate who enters a CEAS educator preparation program on or after September 1, 2025, shall complete a minimum of 30 semester-hour credits in core-content subject areas, including English, mathematics, social studies/history, and/or science, as documented on a transcript from an accredited college or university.**





# N.J.A.C. 6A:9B-10.2(c)1



**c) A candidate who enters an educator preparation program for a CEAS with an elementary school (K-6) endorsement, on or after September 1, 2025, shall complete either (b)1 or (b)2i above and at least 30 credits as documented on a transcript from an accredited college or university, in the following coursework and/or clinical experiences:**

**1. Six to nine credits that focus on developing the pedagogical content knowledge for teaching mathematics to elementary students and that shall focus on the following:**

- i. Cognitively guided mathematics instruction;**
- ii. Assessment of, and remediation for, difficulties in mathematics;**
- iii. The use of mathematical practices in instruction;**
- iv. Building the underlying mathematical conceptual knowledge of educators; and**
- v. The integration of literacy skills in mathematics.**

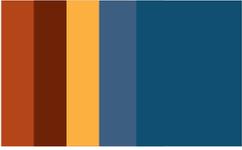




# N.J.A.C. 6A:9B-10.2(c)2 and 3



- 2. Nine to 12 credits that focus on developing the pedagogical content knowledge for teaching reading and literacy to elementary students and that shall focus on the following:**
  - i. Developing the pedagogical content knowledge and conceptual framework for teaching early literacy skills or foundational reading skills, including, but not limited to, phonics, phonemic awareness, vocabulary, reading comprehension, fluency, and concepts of print;**
  - ii. Strategies for teaching reading comprehension, writing, speaking, and listening to elementary students; and**
  - iii. Multicultural, multilingual, and diverse children's literature.**
- 3. Coursework that focuses on developing the pedagogical content knowledge for teaching science and social studies to elementary students that shall place an emphasis on the integration of literacy skills in science and social studies.**

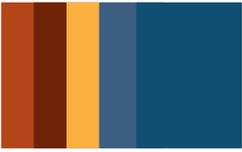


## N.J.A.C. 6A:9B-10.2(d)



**(d) A holder of a CE with an elementary school (K-6) endorsement who begins teaching under a provisional certificate on or after September 1, 2025, shall complete a Department-approved New Jersey college or university program pursuant to (c)1 through 3 above.**





# Preschool through Grade Three



N.J.A.C. 6A:9B-11.2(a)1

## 6A:9B-11.2 Preschool through grade three

(a) Candidates for the preschool through grade three endorsement shall complete all certification requirements [pursuant to] **at** N.J.A.C. 6A:9B-8[, including] **and** the endorsement requirements [pursuant to] **at** N.J.A.C. 6A:9B-9, and:

1. Shall be exempt from the subject course requirements [in] **at** N.J.A.C. 6A:9B-9.1(a)1 and instead **shall** complete:
  - i. A liberal arts, science, dual-content, or interdisciplinary academic major; or
  - ii. A minimum of 60 semester-hour credits in liberal arts and/or science.

**(1) Candidates for the preschool through grade three endorsement who enter an educator preparation program on or after September 1, 2025, shall complete a minimum of 30 semester-hour credits in core-content subject areas, including English, mathematics, social studies/history, and/or science.**





# N.J.A.C. 6A:9B-11.2(a)2



2. For candidates seeking CEAS with a preschool through grade three endorsement, **who enter an educator preparation program on or before August 31, 2025**, shall complete the requirements at (a)1 above and a preschool through grade three educator preparation program at an accredited college or university; and
- i. **CEAS Candidates who enter a preschool through grade three educator preparation program on or after September 1, 2025 shall complete the requirements at (b) below.**



# N.J.A.C. 6A:9B-11.2(b)1



**(b) Candidates seeking a CEAS with a preschool through grade three endorsement who enter an educator preparation program on or after September 1, 2025, shall complete the requirements at (a)1 above and a preschool through grade three educator preparation program that includes at least 30 credits as documented on a transcript from an accredited college or university in the following coursework and/or clinical experiences:**

**1. Six to nine credits that focus on developing the pedagogical content knowledge for teaching mathematics to preschool and elementary students and that shall focus on the following:**

**i. Cognitively guided mathematic instruction;**

**ii. Assessment of, and remediation for, difficulties in mathematics;**

**iii. The use of mathematical practices in instruction;**

**iv. Building the underlying mathematical conceptual knowledge of educators; and**

**v. The integration of literacy skills in mathematics.**





# N.J.A.C. 6A:9B-11.2(b)2



**2. Twelve to 15 credits that focus on developing the pedagogical content knowledge for teaching reading and literacy to preschool and elementary students. The courses shall include the following:**

**i. Developing the pedagogical content knowledge and conceptual framework for teaching early literacy skills or foundational reading skills, including, but not limited to, phonics, phonemic awareness, vocabulary, reading comprehension, fluency, and concepts of print;**

**ii. Strategies for teaching reading comprehension, writing, speaking, and listening to preschool and early elementary students;**

**iii. Multicultural, multilingual, and diverse children's literature;**

**iv. Assessment for, and planning of, remedial instruction to address reading problems for early and emergent readers, and assessment and screening of early reading difficulties; and**

**v. Foundations of speech language development, including screening and support of students with speech/language, articulation, and communication disorders;**



# N.J.A.C. 6A:9B-11.2(b)3 and 4



3. Coursework that focuses on developing the pedagogical content knowledge for teaching science and social studies to preschool and elementary students and that emphasizes the integration of literacy skills in science and social studies;
4. Coursework that addresses child development and learning, including studies designed to foster understanding of the dynamic continuum of development and learning in children from birth through age eight. The coursework shall include:
  - i. Cognitive and linguistic factors that affect learning and development;
  - ii. The creation of a climate that fosters and nurtures diversity and equity for all children, including children who are multilingual learners and children with disabilities, and that addresses multiple intelligences and diverse learning styles;
  - iii. The integration of play; and
  - iv. Language and literacy across the curriculum.



# N.J.A.C. 6A:9B-11.2(b)5



- 5. Coursework that addresses understanding family and community, including studies designed to foster an understanding of the significant roles of families and communities. The coursework shall include:**
- i. Recognition of children at risk;**
  - ii. The establishment of linkages with community resources to support families;**
  - iii. The recognition and acceptance of diverse family units, including family participation in their child's education;**
  - iv. The impact of children's homes, communities, health, and cultural experiences on development and learning; and**
  - v. Comprehension of social, historical, political, legal, and philosophical constructs that impact children, families, and communities.**



# N.J.A.C. 6A:9B-11.2(b)6



- 6. Coursework that addresses curriculum and assessment, including studies designed to foster an understanding of the importance of implementing developmentally appropriate principles and practices. The coursework shall include:**
- i. The NJSLS and the New Jersey Preschool Teaching and Learning Standards;**
  - ii. Understanding cultural and linguistic differences with an equitable and individualized focus;**
  - iii. Activities designed to foster intellectual stimulation through play;**
  - iv. Implementation of developmentally appropriate techniques of guidance and group management to create a safe classroom environment; and**
  - v. Assessment that is multidimensional, ongoing, and performance based.**



## N.J.A.C. 6A:9B-11.2(c)



**A provisional teacher holding a CE with a preschool through grade three endorsement who begins teaching provisionally on or after September 1, 2025 shall complete a Department-approved New Jersey college or university program pursuant to (b) above.**

# Career and Technical Education



N.J.A.C. 6A:9B-11.3(b)1

(b) To be eligible for the CE, the candidate shall fulfill one of the following:

1. Experience-based endorsements: All candidates for an experienced-based endorsement shall pass an examination in physiology, hygiene, and substance abuse issues, pursuant to N.J.A.C. 6A:9B-5.9. If the candidate seeks an endorsement in a regulated occupation for which a State-issued occupational license, certificate, or registration is required for employment in or practice of the occupation, the candidate also shall hold [[the State-issued]] **an** occupational license, certificate, or registration **issued by the State of New Jersey or other state or national authority**. The employing school district **may** recommend for approval the candidate's experience pursuant to the **guidelines established by the Department.**





## N.J.A.C. 6A:9B-11.3(b)1i(2)

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(2) The Department will **annually review and** identify industry credentials in consultation with experts from education and business. The industry credentials may be considered equivalent to the employment experience requirement in this subparagraph.



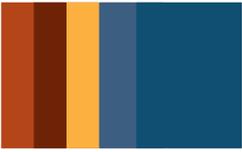
# Reading Specialist Endorsement



N.J.A.C. 6A:9B-14.13(a)

(a) The reading specialist endorsement authorizes the holder to serve as a reading specialist in preschool through grade 12. A reading specialist conducts in-service training of teachers and administrators; coordinates instruction for students or groups of students having difficulty learning to read; diagnoses the nature and cause of a student's difficulty in learning to read; plans developmental programs in reading for all students; recommends methods and materials to be used in the school district reading program; and contributes to the [[evaluation]] **collection** of **standardized data as a means of determining and monitoring** the reading achievement of students.





# N.J.A.C. 6A:9B-14.13(b)



(b) A candidate **applying** for this endorsement **on or before August 31, 2025** shall have completed a master's degree from [a regionally] **an** accredited college or university, two years of successful teaching experience, and one of the following:

1. A Department-approved graduate-degree program in reading; or
2. A program of graduate studies of 30 semester-hour credits consisting of the following:
  - i. Reading foundations;
  - ii. Diagnosis of reading problems;
  - iii. Correction of reading problems;
  - iv. Supervised practicum in reading; and
  - v. Study in at least three of the following areas: children's or adolescent literature; measurement; organization of reading programs; psychology; staff supervision; linguistics; special education; research; and foundations of education.



# N.J.A.C. 6A:9B-14.13(c)1



- (c) A candidate applying for this endorsement on or after September 1, 2025 shall have completed a master’s degree from an accredited college or university, three years of successful teaching experience, and one of the following:**
- 1. A Department-approved graduate-degree program in reading with a program of study that consists of the following or a program of graduate studies of 30 semester-hour credits consisting of the following:**
    - i. Advanced study of reading and structured literacy including phonics, phonemic awareness, vocabulary, reading comprehension, fluency, and concepts of print;**
    - ii. Diagnosis and correction of reading problems, including a supervised clinical experience of at least 30 hours;**
    - iii. Supervised clinical internship in reading that focuses on the implementation of schoolwide literacy leadership, coaching/professional development, and the diagnosis, planning, and correction of reading problems in a supplemental/in-class setting;**
    - iv. Advanced study of children’s or adolescent literature with a focus on integration of diverse, multilingual, and/or multicultural texts;**
    - v. Organization of reading programs and professional development strategies to improve the teaching of literacy;**
    - v. Strategies for remediation of writing for learners;**
    - vi. Advance study of integrating literacy strategies across content areas;**
    - vii. Remediation and foundational reading strategies for adolescents readers; and**
    - viii. Advanced study of literacy strategies for supporting students with varying abilities and multilingual learners; or**





# N.J.A.C. 6A:9B-14.13(c)2



**2. Hold a master's degree in literacy, reading, or another related field from an accredited college or university and have completed courses that cover the areas listed at (c)1 above as part or outside of the degree program as indicated on a transcript.**



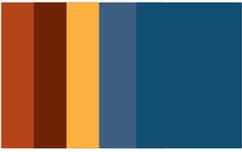


## N.J.A.C. 6A:9B-14.13(c)



[[c)] (d) An emergency certificate may be issued to a candidate **applying for the emergency certificate on or before August 31, 2025,** who has obtained the following:

1. A master's degree from an accredited college or university;
2. Two years of successful teaching experience; and
3. Completion of 12 graduate credits in the areas listed in **at (b)2** above.

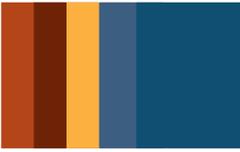


## N.J.A.C. 6A:9B-14.13(e)



**(e) An emergency certificate may be issued to a candidate applying for the emergency certificate on or after September 1, 2025, who has obtained the following:**

- 1. A master's degree from an accredited college or university;**
- 2. Three years of successful teaching experience; and**
- 3. Completion of 12 graduate credits in the areas listed at (c)1 above and enrollment in continuing education to meet the remaining requirements listed at (c)1 above.**



# Early Literacy Specialist



N.J.A.C. 6A:9B-14.23

## 6A:9B-14.23 Early literacy specialist

**(a) The early literacy specialist endorsement authorizes the holder to serve as a reading specialist in preschool through grade three. An early literacy specialist conducts in-service training of teachers and administrators; coordinates instruction for students or groups of students having difficulty learning to read; diagnoses the nature and cause of a student's difficulty in learning to read; plans developmental programs in reading for all students; recommends methods and materials to be used in the school district reading program; and contributes to the collection of standardized data as a means of determining and monitoring the reading achievement of students. Additionally, the early literacy specialist may serve as the primary general education interventionist for any student in preschool through grade three with a reading or literacy difficulty that is the result of dyslexia or dysgraphia.**

**1. The early literacy specialist endorsement will be required, beginning at the start of the 2026-2027 school year, to serve in roles that align with the authorizations at (a) above.**





# N.J.A.C. 6A:9B-14.23(b)1



**b. A candidate for the early literacy specialist endorsement shall have a bachelor's degree from an accredited college or university, three years of successful teaching experience, a standard New Jersey instructional certificate with a preschool through grade three or elementary endorsement, and one of the following:**

**1. Complete a Department-approved post-baccalaureate program that is a minimum of 18 semester-hour credits with a program of study consisting of the following:**

**i. Advanced study of reading and structured literacy, including phonics, phonemic awareness, vocabulary, reading comprehension, fluency, and concepts of print;**

**ii. Diagnosis and correction of literacy problems of early learners, including a supervised clinical experience of at least 30 hours;**

**iii. Organization of reading programs and professional development strategies to improve the teaching of literacy;**

**iv. Supervised clinical internship in reading that focuses on the implementation of schoolwide literacy leadership, coaching/professional development, and the diagnosis, planning, and correction of reading problems in a supplemental/in-class setting;**

**v. Methodology that incorporates multi-sensory instructional approaches for teaching early literacy skills and that helps to remediate learning for students with dyslexia and/or dysgraphia;**

**vi. Strategies for remediation of writing for early learners with a focus on the development of fine-motor skills related to the process of writing; and**

**vii. Advanced study of literacy strategies for supporting students with varying abilities and multilingual learners.**





## N.J.A.C. 6A:9B-14.23(b)2

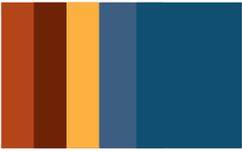
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**2. Hold a master's degree in early literacy, literacy, reading, or another related field from an accredited college or university and courses that cover the areas listed at (b)1 above as part or outside of the degree program as indicated- on a transcript.**

# N.J.A.C. 6A:9C





# Professional Development (9C)



This chapter sets forth the rules governing professional development for active teachers and district and school leaders. It also contains the rules governing teacher mentoring required for certification and under the TEACHNJ Act (N.J.S.A. 18A:6-127).





# N.J.A.C. 6A:9C- Overview



The Department's proposals are intended to enhance professional development and mentoring through:

- Multiple formats for professional learning.
- Alignment to Learning Forward's Standards of Professional Learning.
- Assurance that professional learning supports student achievement in academic, social and emotional learning.
- Inclusion of educational interpreters and early childhood.
- Consistent mentoring frequency.





# N.J.A.C. 6A:9C Proposals



- N.J.A.C. 6A:9C-3.2- Clarifies varied modalities allowed to satisfy the professional learning requirement.
- N.J.A.C. 6A:9C-3.3- Outlines revised Standards for Professional Learning.
- N.J.A.C. 6A:9C-4.5 and 4.6- Requires professional development plans for education interpreters and preschool paraprofessionals.
- N.J.A.C. 6A:9C-5.1- Increases mentoring frequency for novice provisional teachers.





# Standards for Professional Learning



N.J.A.C. 6A:9C-3.3(a)1

1. **Rigorous content for each learner:**

- i. **Equity practices:** Professional learning results in equitable **opportunities** and excellent outcomes for all students when educators understand their students' historical, cultural, and societal contexts, embrace student assets through instruction, and foster relationships with students, families, and communities;
- ii. **Curriculum, assessment, and instruction:** Professional learning results in equitable **opportunities** and excellent outcomes for all students when educators prioritize high-quality curriculum and instructional materials for students, assess student learning, and understand curriculum and implement through instruction; and
- iii. **Professional expertise:** Professional learning results in equitable **opportunities** and excellent outcomes for all students when educators apply the NJSLS and research to their work, develop the expertise essential to their roles, and prioritize coherence and alignment in their learning;



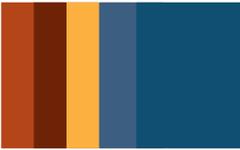


# N.J.A.C. 6A:9C-3.3(a)2



## 2. Transformational process:

- i. **Equity drivers:** Professional learning results in equitable **opportunities** and excellent outcomes for all students when educators prioritize equity in professional learning practices, identify and address their own biases and beliefs, and collaborate with diverse colleagues;
- ii. **Evidence:** Professional learning results in equitable **opportunities** and excellent outcomes for all students when educators create expectations regarding, and build capacity for, the use of evidence from multiple sources to plan educator learning, and measure and report the impact of professional learning;
- iii. **Learning designs:** Professional learning results in equitable **opportunities** and excellent outcomes for all students when educators set relevant and contextualized learning goals, ground their work in research and theories about learning, and implement evidence-based learning designs; and
- iv. **Implementation:** Professional learning results in equitable **opportunities** and excellent outcomes for all students when educators understand and apply research on change management, engage in feedback processes, and implement and sustain professional learning; and



# N.J.A.C. 6A:9C-3.3(a)3



## 3. Conditions for success:

- i. **Equity foundations:** Professional learning results in equitable **opportunities** and excellent outcomes for all students when educators establish expectations for equity, create structures to ensure equitable access to learning, and sustain a culture of support for all staff;
- ii. **Culture of collaborative inquiry:** Professional learning results in equitable **opportunities** and excellent outcomes for all students when educators engage in continuous improvement, build collaboration skills and capacity, and share responsibility for improving learning for all students;
- iii. **Leadership:** Professional learning results in equitable **opportunities** and excellent outcomes for all students when educators establish a compelling and inclusive vision for professional learning, sustain coherent support to build educator capacity, and advocate for professional learning by sharing the importance and evidence of the impact of professional learning; and
- iv. **Resources:** Professional learning results in equitable **opportunities** and excellent outcomes for all students when educators allocate resources for professional learning, prioritize equity in their resource decisions, and monitor the use and impact of resource investments.



# Timeline



- Stakeholder Engagement: June- July 2022
- First discussion: August 3, 2022
- Second discussion: September 14, 2022
- Third discussion: October 12, 2022
- Proposal level: November 9, 2022
- Publication in N.J. Register: December 19, 2022
- Comment period ends: February 17, 2023
- Adoption: April 5, 2023
- Amendments go into effect: early May 2023

# Thank You!



New Jersey Department of Education: [nj.gov/education](https://nj.gov/education)

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