

PUBLIC NOTICES

COMMUNITY AFFAIRS

(a)

LOCAL FINANCE BOARD

Notice of Action on Petition for Rulemaking Electronic Disbursement Controls for Payment Purposes

N.J.A.C. 5:30-17.3, 17.4, and 9A; and 5:31-4

Petitioner: Charles M. Sabo, President, EPC Financial LLC,
Bergenfield, New Jersey.

Take notice that on December 13, 2018, the Local Finance Board (Board) received a petition for rulemaking from the above petitioner requesting that the Board amend N.J.A.C. 5:30-17.3 and 17.4 to permit local unit utilization of third-party payment systems for all vendor payments. Currently, N.J.A.C. 5:30-17 only permits third-party disbursement of local unit funds for payroll purposes or for payment of utility bills. Further, the petitioner requested that the Board amend N.J.A.C. 5:30-9A, Electronic Disbursements and Claimant Certification, and 5:31-4, Approval and Payment of Claims for Local Authorities, to harmonize said chapters with the requested changes to N.J.A.C. 5:30-17. A notice acknowledging receipt of the petition and summarizing its contents was published in the January 22, 2019, New Jersey Register at 51 N.J.R. 146(a).

Take further notice that this petition was considered by the Local Finance Board (Board) at its public meeting on January 9, 2019. At that time, the Board determined to refer the matter to Division of Local Government Services staff for further deliberation and recommendation of further action pursuant to the time period set forth in N.J.A.C. 1:30-4.2(a)3.

A copy of this public notice has been mailed to the petitioner.

EDUCATION

(b)

STATE BOARD OF EDUCATION

Notice of Action on Petition for Rulemaking State Board of Examiners and Certification Educational Interpreter Educator Effectiveness Evaluations of Educational Interpreters

N.J.A.C. 6A:9B-14.18, 6A:9C-4.6, and 6A:10-2.6

Petitioner: Cynthia L. Williams.

Take notice that on July 19, 2018, the New Jersey State Board of Education (State Board) received a petition for rulemaking from the above petitioner requesting that the State Board amend N.J.A.C. 6A:9B-14.18 to change the requirements for an educational interpreter endorsement and to add requirements for a substitute educational interpreter. The petitioner also requested new rules at N.J.A.C. 6A:9C to establish unique professional development requirements for educational interpreters and at N.J.A.C. 6A:10 to establish distinctive evaluation requirements for educational interpreters. As the originally filed petition lacked the specific new rules sought, the petitioner provided the new rules on August 5, 2018.

A notice acknowledging receipt of the petition was published in the September 17, 2018, New Jersey Register at 50 N.J.R. 2028(a). A notice of action stating that additional time was needed to deliberate about this petition was published in the November 5, 2018, New Jersey Register at 50 N.J.R. 2262(a).

The petitioner stated educational interpreters are part of the educational team and help support the educational goals and outcomes defined in a student's individualized education program (IEP). The petitioner also stated that educational interpreters must think about the development of important domains (that is, cognitive, social, and linguistics) when interpreting for students. The petitioner further stated that educational interpreters are language models for students and work with developing children, which must be reflected in the interpreters' everyday practice. The petitioner stated the following amendments will provide the best educational interpreters for students in a preschool through grade 12 (P-12) academic setting.

The petitioner requested amendments to require the holders of any of the three endorsements to hold a bachelor's or higher degree, rather than the currently required high school diploma, GED, or associate or higher degree. The petitioner stated that requiring a bachelor's degree would provide educational interpreters with a broader scope of knowledge while interpreting in the classroom and would align with requirements to earn the National Interpreter Certificate from the Registry for Interpreters for the Deaf.

The petitioner also requested amendments to require the holders of any of the three endorsements to pass the Educational Interpreter Performance Assessment (EIPA) Written Test and Knowledge standards. The petitioner further requested reducing the number of required semester-hour credits of professional education coursework to three from 15 for each of the three endorsements and to eliminate the requirement that the coursework includes study in child, language, and curriculum development, legal and ethical issues for educational interpreters, and methods of instruction. The petitioner recommended that a three-credit course in interpreting for deaf-blind students be maintained.

The petitioner stated New Jersey is the only state that requires academic coursework and 15 states utilize the EIPA Written Test, which covers domains that align with four of the courses required by New Jersey. The petitioner also stated the EIPA Written Test would be a suitable replacement for the required coursework, as there is a decline in the number of candidates willing to take the required 15 credits. The petitioner stated replacing the 15 credits with the EIPA Written Test will allow candidates who are certified in other states to be eligible for the endorsement in New Jersey without having to take additional coursework and assuming the related costs.

The petitioner stated maintaining the three-credit requirement in interpreting for deaf-blind students coursework is important because New Jersey has a high rate of deaf-blind students in the educational system and educational interpreters should know how to work with deaf-blind students. The petitioner recommended allowing candidates to receive a provisional endorsement until they earn the three credits in interpreting for deaf-blind students and providing a two-year window to take the course.

The petitioner also requested amendments to the sign language interpreting endorsement rules at N.J.A.C. 6A:9B-14.18(b) to increase the required minimum score on the EIPA to four from three. The petitioner stated New Jersey was one of the first states to adopt the EIPA for educational interpreters and included a required minimum score of three, so the State would not lose interpreters already working in P-12. The petitioner further stated it was obvious that many educational interpreters were not qualified to be in the classroom with deaf, hard-of-hearing, and deaf-blind students. The petitioner also stated a score of three is an intermediate level that indicates educational interpreters are not fluent in American Sign Language (ASL), need continued supervision, and should be required to participate in continuing education in interpreting. The petitioner stated that supervision or continuing education in interpreting are unlikely since most educational interpreters work in isolation within a school district. Twenty-three states currently require an EIPA score of 3.5 and 10 states require a 4.0, with a maximum EIPA score of five, according to the petitioner.

The petitioner further requested an amendment at N.J.A.C. 6A:9B-14.18(d) to require a candidate for the cued speech transliteration