

DOCUMENT A

District Enrollment as of 01/31/2017

DISTRICT	Full Time Students	Shared Time Students	Full Time Students PTC 20 LLD	Shared Time Students PTC 20 LLD	Total Student Count
Avon	37				37
Belmar	98	14	1	1	114
Brielle	230	7	8		245
Lake Como	40	4	2	1	47
Manasquan	284	5	3		292
Sea Girt	37		1		38
Spring Lake	50		1		51
Spr Lk Hts	117	1	4	1	123
Employee Child	1				1
Parent Paid	2				2
Totals	896	31	20	3	950
				TOTAL MHS	950
				TOTAL MES	632
				TOTAL ENROLLMENT	1582

**MANASQUAN SCHOOL DISTRICT ATTENDANCE COMPARISON REPORT
2016-2017 school year**

HIGH SCHOOL		<u>ATTENDANCE PERCENTAGE</u>	<u>AVERAGE DAILY ENROLLMENT</u>	<u>AVERAGE DAILY ATTENDANCE</u>	
Jan-16		95.41	936.67	893.67	
Jan-17		95.62	926.97	886.4	
ELEMENTARY SCHOOL					
Jan-16		95.161	642.944	614.556	
Jan-17		94.406	632.26	599.895	

**MANASQUAN SCHOOL DISTRICT FIRE DRILL REPORT
2016 - 2017 School Year**

HIGH SCHOOL

<u>DATE OF DRILL</u>	<u>TIME OF DRILL</u>	<u>LENGTH OF DRILL</u>	<u>COMMENTS</u>	<u>SECURITY DRILLS</u>
January 5	2:32 p.m.	23 minutes		Fire Drill/System Malfunction
January 30	10:00 a.m.	60 minutes		Round Table Discussion
ELEMENTARY SCHOOL				
<u>DATE OF DRILL</u>	<u>TIME OF DRILL</u>	<u>LENGTH OF DRILL</u>	<u>COMMENTS</u>	<u>SECURITY DRILL</u>
January 6	2:30 p.m.	10 minutes		Lockdown Drill
January 30	8:05 a.m.	10 minutes		Table Top Security Meeting

[illegible]

**Manasquan High School
2016-2017**

[illegible]

[illegible]

MONTHLY TARDIES REPORT

2016-2017

TIMES TARDY	SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE
1	144	189	197	195	196					
2	24	53	83	90	80					
3	19	34	35	37	23					
4	10	24	17	20	16					
5	2	10	12	8	9					
6	3	4	4	2	3					
7	3	3	2	2	3					
8	0	3	1		3					
9	1	0	1		4					
10	1	0	1		1					
11	0	1			0					
12	1	0			0					
13		1			0					
14					1					
15										
16										
17										
18										
19										
20										
21										
22										
23										
24										
25										
TOTAL STUDENTS	208	322	353	354	339	0	0	0	0	0
TOTAL TARDIES	369	636	661	632	657	0	0	0	0	0

2016-2017

	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	March	MARCH	April	MAY	JUNE
Profanity											
Cut Detention/Cut Class											
Leaving School Grounds											
Smoking											
Willful Disobedience											
Truant											
Forged Note											
Fighting											
Conduct of Such Character											
Destruction of School and Personal Property											
Threatening Staff Member											
Threatening Student											
Disturbance in Class											
Harrassment of Student											
Possession of Drug/Alcohol											
Insubordination											
Possession of Stolen Property											
Possession of a Weapon											
Simple Assault											
TOTAL	0	0	0	0	0	0	0	0	0	0	0

ELEMENTARY SCHOOL SUSPENSIONS BY GRADE

[illegible]

DOCUMENT C

MANASQUAN SCHOOL DISTRICT HARRASSMENT, INTIMIDATION & BULLYING REPORT
February 28, 2017

Case #	Date of report	ID Victim	ID Accused	Determination	Discipline/remediation
MES					
MHS					
#13	1/31/2017	182422	182337	Not HIB	In-School Suspension Counseling with School Counselor

All victims received counseling.

Document 1

Tuesday, February 28, 2017 3:17 PM

DOCUMENT 1

2016 ESFA Accountability Action Plan Participation Rate/Graduation Rate/Attendance Rate

DISTRICT CODE: 2930	DISTRICT NAME: Manasquan School District
Subgroup(s) Not Meeting: <input checked="" type="checkbox"/> Participation Rate of 95% <input type="checkbox"/> Attendance Rate of 90% <input type="checkbox"/> Five-Year Cohort Graduation Rate of 85%	X Total Population <input type="checkbox"/> Black <input checked="" type="checkbox"/> Hispanic <input checked="" type="checkbox"/> White <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Two or More Races X Students with Disabilities <input type="checkbox"/> Limited English Proficient Students <input checked="" type="checkbox"/> Economically Disadvantaged
Strategy(ies) to be implemented:	Improve communication; change in culture; specific outreach to sub-groups as well as students who submit refusal letters

Action Steps	Person(s) Responsible	Resources Needed	Completion Date
1 PARCC information nights regarding the test, administration, & student academic performance information including presentation of test results (comparison of previous year 2014-2015 participation & achievement as well as fall/spring comparisons)	Dr. Frank Kasyan, Superintendent; Barbara Kerensky, Direct of Curriculum & Instruction; Principals	none	Spring 2017
2 Additional information & resources on district website: letter to the parents; testing dates; procedures regarding state testing (Policy Guide 2622 stating the provisions outlined in the memorandum to assist districts in addressing the "opt-out" inquiries & to align with the current administrative code N.J.A.C. 6A:8-4)	Jesse Place, Director of Technology & Human Resources	none	September 2016
3 Email blasts/Honeywell alerting parents of procedures, expectations, & testing dates	Jesse Place, Direct of Technology & Human Resources; principals	none	Fall (January 2017); Spring 2017
4 Policy Guide (see #2) distributed by the superintendent to be used by building principals at parent group meetings	Dr. Frank Kasyan, Superintendent; principals	none	September 2016
5 Implement procedures which promote best testing environment specific to each school: no alternate site for students who refuse along with alternate testing practice/work (high school); alternate site with required work; absences noted as unexcused	Dr. Frank Kasyan, Superintendent; principals	none	Fall 2016; Spring 2017

Notes:

- Title I funds used to support the plan must be used to supplement, and not supplant state and local funds.
- Use a separate sheet for each indicator (participation rate, attendance rate or graduation rate) not met.

2016 ESEA Accountability Action Plan
Participation Rate/Graduation Rate/Attendance Rate

SCHOOL CODE: 25-2930-060	SCHOOL: Manasquan Elementary School
Subgroup(s) Not Meeting <input checked="" type="checkbox"/> Participation Rate of 95% <input checked="" type="checkbox"/> Attendance Rate of 90% <input type="checkbox"/> Five-Year Cohort Graduation Rate of 85%	<input checked="" type="checkbox"/> Total Population <input type="checkbox"/> Black <input checked="" type="checkbox"/> Hispanic <input checked="" type="checkbox"/> White <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Limited English Proficient Students <input checked="" type="checkbox"/> Economically Disadvantaged
Strategy(ies) to be implemented:	See Action Plan below

Action Steps	Person(s) Responsible	Resources Needed*	Completion Date
1 Provide informational resources related to PARCC on the school website; send a Honeywell Alert message notifying parents of the availability of the information on the website	Elementary School Administration (Principal & Assistant Principal)	None	March 2017
2 Discuss the importance of PARCC for providing critical data to teachers for individual student remediation/enrichment – PTO Meeting	Elementary School Administration	None	March 2017
3 Distribute PARCC Informational Pamphlet to parents	Elementary School Administration	None	March 2017
4 Conversation with parents who refuse their child's participation	Elementary School Administration School Counselors	None	March 2017
5 Informational Meeting with "ESL Parent Advisory Group" to share PARCC information and the important individual student data the assessment provides for our Hispanic students	ESL Teacher Guidance Counselors	None	March 2017
6 Informational Meeting with "Friends of Different Learners" to provide parents of students with disabilities PARCC information and resources	Supervisor of Special Education CST Case Managers	None	March 2017
7 Provide an informational meeting with CST Case Managers to discuss guidelines for direct contact/positive communication relating to PARCC with parents of students with disabilities	Supervisor of Special Education CST Case Managers	None	March 2017
8 Provide PARCC information and resources on individual teacher webpages	Elementary School Teachers	None	March 2017
9 Provide an informational session with teachers of students with disabilities and teachers of ESL students to discuss positive communication with their students about PARCC testing	Elementary School Principal Special Education Supervisor ESL & Special Education Teachers	None	March 2017
10 Student refusals: students seated in alternative location with required work; students not attending school marked as unexcused absences	Elementary School Assistant Principal	None	May 2017

2016 ESEA Accountability Action Plan
Participation Rate/Graduation Rate/Attendance Rate

DISTRICT/SCHOOL CODE: 25-2930-050		DISTRICT NAME: Manasquan High School		
Subgroup(s) Not Meeting: <input checked="" type="checkbox"/> Participation Rate of 95% <input type="checkbox"/> Attendance Rate of 90% <input type="checkbox"/> Five-Year Cohort Graduation Rate of 85%		X Total Population <input type="checkbox"/> Black <input type="checkbox"/> Hispanic <input checked="" type="checkbox"/> White <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Two or More Races X Students with Disabilities <input type="checkbox"/> Limited English Proficient Students <input checked="" type="checkbox"/> Economically Disadvantaged		
Strategies to be implemented:		SEE ACTION PLAN BELOW		
	Action Steps	Personnel Responsible	Resources Needed	Completion Date
1	PARCC Information Sessions for all MHS parents	Rick Coppola, Principal; Barbara Kerensky, Director of Curriculum/Instruction; Sean McCarthy, Dean of Students; Craig Murin, Supervisor of Math & Science; Justin Roach, Supervisor of Humanities	None	April 2017
2	Revised PARCC testing schedule (beginning 2016-17). Less testing days for English Language Arts and Math will provide more instructional time for academic classes.	Rich Read, Assistant Principal; Craig Murin, Supervisor of Math & Science; PARCC Committee	None	April 2017
3	Moving all PARCC testing from classroom to a "testing center location" (Media Center)	Rich Read, Assistant Principal; Craig Murin, Supervisor of Math & Science; PARCC Committee	None	April 2017
4	Guidance Counselors and Case Managers will meet with individual students and their parents regarding PARCC testing on an as needed basis	Lauren Duggan, Erich Hoffman, Dina Elms, Alicia Narucki, MHS Guidance Counselors; Susan Van Note, Bob Kehoe, Pam Cosse, MHS Case Managers	None	April 2017
5	Administration meetings to discuss disaggregated PARCC data. Subsequent meetings to ensure Action Plans are meeting the needs of all students.	Barbara Kerensky, Director of Curriculum/Instruction; Rick Coppola, Principal; Craig Murin, Supervisor of Math & Science; Justin Roach, Supervisor of Humanities	None	On-going

POLICY GUIDE

New
Policy

PROGRAM

2418/page 1 of 3

Section 504 of the Rehabilitation Act of 1973 - Students

Dec 16

M

[See POLICY ALERT No. 210]

2418 SECTION 504 OF THE REHABILITATION ACT OF 1973 - STUDENTS

The Board will comply with Section 504 of the Rehabilitation Act of 1973, the purpose of which is to eliminate discrimination on the basis of disability in any program or activity receiving Federal financial assistance.

Guarantee of Rights

The Board will provide a free appropriate public education to each student with a disability regardless of the nature or severity of the disability.

The Board will make reasonable accommodations to ensure that no student with a disability, solely on the basis of the disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity sponsored by this Board, including participation in non-academic and extracurricular services and activities.

The administration will undertake to identify and locate all students with disabilities between the ages of three and twenty-two, who are residing within the district, but not receiving a public school education. The administration will take steps to notify such students and their parents of the district's duty to provide accommodations for students with disabilities as well as procedures to determine eligibility for such accommodations.

Educational Setting

The Board will ensure that a student with a disability participates with nondisabled students in activities and services to the maximum extent appropriate to the needs of the student with a disability.

The school administration will place a student with a disability in the regular educational environment within the district unless the district demonstrates that the education of the student with a disability in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily.



© Copyright 2016 • Strauss Esmay Associates, LLP • 1886 Hinds Road • Suite 1 • Toms River, NJ 08753 - 8199 • 732-255-1500

POLICY GUIDE

PROGRAM
2418/page 2 of 3

Section 504 of the Rehabilitation Act of 1973 - Students

Evaluation and Placement

The Board will establish standards and procedures for initial evaluations and periodic re-evaluations of students who need or are believed to need accommodations, special education, and/or related services because of a disability. Evaluations may include, but are not limited to, a review of work samples, direct observation, interviews, and/or administration of assessment measures.

Enforcement

The Principals is designated by the Board as the District 504 Coordinator for matters dealing with Section 504 of the Rehabilitation Act of 1973 and can be contacted at the following address or telephone number:

Office Address:

Telephone:

Procedural Safeguards

The district will establish and implement a system of procedural safeguards with respect to the identification, evaluation, or provision of services under Section 504. This system includes notice, an opportunity for the parent to examine relevant records, an impartial hearing with the opportunity for participation by the parent and representation by counsel, and a review procedure. These procedural safeguards shall be in accordance with N.J.A.C. 6A:14 et seq., Policy 2460, Regulation 2460.8, and/or the grievance procedures outlined in Regulation 2418.

Notice

The Board will notify members of the community that the Board does not discriminate on the basis of a disability in violation of Section 504 of the Rehabilitation Act of 1973. Policy and Regulation 2418 may be reprinted in part or in full and distributed to serve as adequate notice.



© Copyright 2016 • Strauss Esmay Associates, LLP • 1886 Hinds Road • Suite 1 • Toms River, NJ 08753 - 8199 • 732-255-1500

POLICY GUIDE

PROGRAM

2418/page 3 of 3

Section 504 of the Rehabilitation Act of 1973 - Students

State or Local Law

The obligation to comply with the Rehabilitation Act of 1973 is not obviated or alleviated by the existence of any State or local law or other requirement that, on the basis of disability, imposes prohibitions or limits upon the eligibility of a student with a disability to receive services.

29 U.S.C. 794 (Section 504 Rehabilitation Act of 1973)

20 U.S.C. 1401 et seq. (Individuals with Disabilities Education Act)

42 U.S.C. 12101 (Americans with Disabilities Act of 1990, as amended)

Adopted:



© Copyright 2018 • Strauss Esnay Associates, LLP • 1886 Hinds Road • Suite 1 • Toms River, NJ 08753 - 8199 • 732-255-1500

REGULATION GUIDE ^{New Regulation}

PROGRAM

R 2418/page 1 of 15

Section 504 of the Rehabilitation Act of 1973 - Students

Dec 16

M

[See POLICY ALERT No. 210]

R 2418 SECTION 504 OF THE REHABILITATION ACT OF 1973 - STUDENTS

It is the policy of the Board of Education that no qualified student with a disability will, solely on the basis of disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity sponsored by this Board. The Board will also comply with the Individuals with Disabilities Education Act through the implementation of Policy 2460 and Regulations 2460 through 2460.16.

A. Definitions

1. "Accommodation" means a change in the educational setting, instructional strategies, materials, and/or supplementary/related aids and services that does not significantly alter the content of the curriculum or level of expectation for a student's performance, but which allows the student to access the regular general education curriculum.
2. "Act" means the Rehabilitation Act of 1973.
3. "Aids and Services" means aids and services designed to meet the individual student's educational needs to the same extent as the needs of students without disabilities are met. 34 CFR §104.33
4. "Board" means the Board of Education of this school district.
5. "Complainant" means a parent of a student with a disability who files a grievance in accordance with the grievance procedure.
6. "Day" means either calendar or working day, as specified in the Act.
7. "Disability" means, with respect to an individual, that the individual meets one or more of the following three prongs:
 - a. A physical or mental impairment that substantially limits one or more of the major life activities of such individual;



© Copyright 2016 • Strauss Esmay Associates, LLP • 1888 Hinds Road • Suite 1 • Toms River, NJ 08753 - B199 • 732-255-1500

REGULATION GUIDE

PROGRAM

R 2418/page 2 of 15

Section 504 of the Rehabilitation Act of 1973 - Students

- b. A record of such an impairment; or
 - c. Being regarded as having such an impairment.
- 8. "District" means this school district.
 - 9. "District 504 Coordinator" means the district official responsible for the coordination of activities relating to compliance with the Act.
 - 10. "FAPE" means free appropriate public education. FAPE consists of the provision of regular or special education and related aids and services designed to meet the educational needs of a student with a disability to the same extent as the needs of non-disabled students are met.
 - 11. "Grievance" means an unresolved problem concerning the interpretation or application of law and regulations regarding discrimination by reason of a disability by an officer or employee of this district.
 - 12. "Individuals with Disabilities in Education Act" (IDEA) identifies eligible children and young adults who have specific types of disabilities and, thus, require special education and related services. If they qualify, students receiving services through IDEA may also be eligible for services under Section 504 and ADA.
 - 13. "Major life activities" means those of central importance to daily life and include, but are not limited to, functions such as: caring for one's self, performing manual tasks, walking, seeing, hearing, eating, sitting, writing, standing, reaching, lifting, sleeping, bending, speaking, breathing, reading, concentrating, thinking, communicating, interacting with others, learning, and working. "Major life activities" also include physical or mental impairments that substantially limit the operation of a major bodily function, including, but not limited to: functions of the immune system, special sense organs and skin, normal cell growth, and digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, reproductive systems, and the operation of an individual organ within a body system.
28 CFR §35.108; 28 CFR §36.105



© Copyright 2016 • Strauss Esmay Associates, LLP • 1886 Hinds Road • Suite 1 • Toms River, NJ 08753 • 8199 • 732-255-1500

REGULATION GUIDE

PROGRAM

R 2418/page 3 of 15

Section 504 of the Rehabilitation Act of 1973 - Students

14. "Mitigating measures" means steps taken to eliminate or reduce the symptoms or impact of an impairment. "Mitigating measures" include, but are not limited to: medication; medical equipment/appliances; mobility devices; low vision devices (not including ordinary eyeglasses or contact lenses); prosthetics (including limbs and devices); hearing aids, cochlear implants, or other implantable hearing devices; oxygen therapy equipment and supplies; the use of assistive technology; reasonable modifications or auxiliary aids or services; learned behavioral or adaptive neurological modifications; and psychotherapy, behavioral, or physical therapies. 42 U.S.C. 126 §12102
 - a. Mitigating measures, must not be used when determining whether an impairment is a disability except for the use of corrective eyeglasses or contact lenses. Mitigating measures may be considered in assessing whether someone is entitled to reasonable accommodation or poses a direct threat.
15. "Physical or mental impairment" means any physiological disorder or condition such as, cosmetic disfigurement or anatomical loss affecting one or more body systems, such as neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, immune, circulatory, hemic and lymphatic, skin, and endocrine; or any mental or psychological disorder such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities. 28 CFR §35.108(b)(2) and 28 CFR §36.105(b)4
 - a. Physical or mental impairments may include, but are not limited to: contagious and noncontagious diseases and conditions; orthopedic, visual, speech, and hearing impairments; cerebral palsy; epilepsy; muscular dystrophy; multiple sclerosis; cancer; heart disease; diabetes; intellectual disability; emotional illness; dyslexia and other specific learning disabilities; Attention Deficit Hyperactivity Disorder (ADHD); Human Immunodeficiency Virus (HIV) (whether symptomatic or asymptomatic); tuberculosis; drug addiction; and alcoholism.



© Copyright 2018 • Strauss Esmay Associates, LLP • 1886 Hinds Road • Suite 1 • Toms River, NJ 08753 - 8199 • 732-255-1500

REGULATION GUIDE

PROGRAM

R 2418/page 4 of 15

Section 504 of the Rehabilitation Act of 1973 - Students

- b. Physical or mental impairments do not include: transvestism; transsexualism; homosexuality or bisexuality; gender identity disorders; sexual behavior disorders; pedophilia; exhibitionism; environmental, cultural, and economic disadvantages; pregnancy; physical characteristics; personality traits or behaviors; normal deviations in height, weight, or strength; compulsive gambling; kleptomania; pyromania; and psychoactive substance use disorders resulting from current illegal use of drugs.
 - c. An impairment that is episodic or in remission may be considered a "disability" if it would substantially limit a major life activity when active.
 - d. Not all impairments are disabilities.
16. "Qualified student with a disability" means a student with a disability at the preschool, elementary, or secondary level, who is: (1) of an age at which students without disabilities are provided educational services; (2) of an age at which it is mandatory under State law to provide educational services to students with disabilities; or (3) a student to whom a State is required to provide a free appropriate public education under the Individuals with Disabilities Education Act (IDEA).
17. "Record of such an impairment" means has a history of, or has been misclassified as having a mental or physical impairment that substantially limits one or more major life activities.
18. "Regarded as having an impairment" means the individual establishes that he or she has been subjected to a prohibited action because of an actual or perceived physical or mental impairment, whether or not that impairment substantially limits or is perceived to substantially limit a major life activity.
- a. For this prong only, the public entity must demonstrate the impairment is or would be both transitory (lasting or expected to last six months or less) and minor to show an individual is not regarded as having such an impairment. 42 U.S.C. 126 §12102(3)(B)



© Copyright 2016 • Strauss Esmay Associates, LLP • 1886 Hinds Road • Suite 1 • Toms River, NJ 08753 • 8199 • 732-255-1500

REGULATION GUIDE

PROGRAM

R 2418/page 5 of 15

Section 504 of the Rehabilitation Act of 1973 - Students

- b. A public entity is not required to provide a reasonable modification to an individual meeting the definition of "disability" solely under the "regarded as" prong.
- 19. "Section 504" means Section 504 of the Act.
- 20. "Student" means an individual enrolled in any formal educational program provided by the school district.
- 21. "Substantially limits" means the extent to which the impairment limits a student's ability to perform a major life activity as compared to most people in the general population, whether or not an individual chooses to forgo mitigating measures. 42 U.S.C. 126 §12102 (4); 28 CFR §35.108(d); 28 CFR §35.105(d) The rules of construction when determining whether an impairment substantially limits a student in a major life activity include:
 - a. That it is broadly construed in favor of expansive coverage, to the maximum extent permitted under the Act.
 - b. That it does not demand extensive analysis.
 - c. That it substantially limits one major life activity, but not necessarily other major life activities.
 - d. That it may be episodic or in remission, as long as the disability would substantially limit a major life activity when active.
 - e. That it need not prevent, or significantly or severely restrict, an individual from performing a major life activity.
 - f. That it requires an individualized assessment which does not create an "inappropriately high level of limitation" and is based upon the conditions, manner, or duration under which the individual can perform the major life activity 42 U.S.C. 12102(4)(B).



© Copyright 2016 • Strauss Esnay Associates, LLP • 1886 Hinds Road • Suite 1 • Toms River, NJ 08753 - 8199 • 732-255-1500

REGULATION GUIDE

PROGRAM

R 2418/page 6 of 15

Section 504 of the Rehabilitation Act of 1973 - Students

- g. That it generally will not require scientific, medical, or statistical evidence (although such evidence can be required where appropriate - evidence that can be considered may include statements or affidavits of affected individuals and school records).
- h. That the determination is made without regard to ameliorative effects of mitigating measures, except for the use of ordinary eyeglasses or contact lenses intended to fully correct visual acuity or eliminate refractive error. Non-ameliorative effects, such as the negative side effects of medication or a medical procedure, may also be considered.
- i. That the effects of an impairment lasting or expected to last less than six months can be substantially limiting for establishing a disability under the first two prongs: "actual disability" or "record of".

B. District 504 Coordinator - 34 C.F.R. §104.7(a)

- 1. The District 504 Coordinator will be responsible for the initial evaluation of all allegations, reasonable accommodations (if required), and re-evaluations.
- 2. The District 504 Coordinator will comply with the mediation and due process requirements pursuant to N.J.A.C. 6A:14-2.6 and 6A:14-2.7 where applicable in cases arising from Section 504.

C. Educational Program

- 1. General:
 - a. The Board will not, on the basis of a disability, exclude a student with a disability from a program or activity and will take into account the needs of such student in determining the aid, benefits, or services to be provided under a program or activity.



© Copyright 2016 • Strauss Esmy Associates, LLP • 1888 Hinds Road • Suite 1 • Toms River, NJ 08753 - 8199 • 732-255-1500

REGULATION GUIDE

PROGRAM

R 2418/page 7 of 15

Section 504 of the Rehabilitation Act of 1973 - Students

- b. Identification for special education services under IDEA and accommodations under Section 504 are not mutually exclusive.
- c. Students not otherwise eligible for special education programs and/or related services pursuant to N.J.A.C. 6A:14-1 et seq. may be referred to the District 504 Coordinator by the parent or staff member.
- d. The Board will provide reasonable accommodation(s) to students with disabilities notwithstanding any program and/or related services required pursuant to N.J.A.C. 6A:14-1 et seq.

D. Free Appropriate Public Education (FAPE) - 34 CFR §104.33

- 1. FAPE must be provided without cost to the student's parent, except for those fees imposed on a parent of a non-disabled student.
- 2. The district may place a student with a disability in or refer such student to a program other than one it operates as its means of carrying out the provisions of this Regulation.
 - a. The district will continue to maintain responsibility for ensuring the requirements of the Act are met in respect to any student with a disability so placed or referred.
 - b. The district will ensure adequate transportation to and from the program, provided at no greater cost than would be incurred by the parent if the student were placed in a program operated by the district.
 - (1) The administration will consider the proximity of any alternative setting to the student's home.
 - (2) If a public or private residential placement is necessary to provide FAPE to a student with a disability, the placement, including non-medical care, room, and board, shall be provided at no cost to his/her parent.



© Copyright 2016 • Strauss Esnay Associates, LLP • 1886 Hinds Road • Suite 1 • Toms River, NJ 08753 - 8199 • 732-255-1500

REGULATION GUIDE

PROGRAM

R 2418/page 8 of 15

Section 504 of the Rehabilitation Act of 1973 - Students

E. Evaluation and Placement - 34 CFR §104.35

1. The Board will establish standards and procedures for initial evaluations and periodic re-evaluations of students who need or are believed to need special education and/or related services on the basis of disability.
 - a. Section 504 evaluations may encompass record and work sample review; direct observation in the natural setting; interviews with the student, parent, and school personnel; and/or administration of assessment measures. They do not include independent evaluations.
 - b. It may be determined that additional data is required, including the administration of formal standardized instruments and data on conditions in remission or episodic in nature. Tests and other evaluation materials must meet the following criteria:
 - (1) Validated for the specific purpose for which they are used and administered by trained personnel;
 - (2) Tailored to assess specific areas of educational need and not merely those designed to provide a single intelligence quotient; and
 - (3) Accurately reflect aptitude or achievement or whatever else the tests purport to measure, rather than the student's impaired sensory, manual, or speaking skills (unless the test is designed to measure these particular factors).
2. In interpreting evaluation data and in making placement decisions, the district will:
 - a. Draw information from a variety of sources, including, but not limited to: aptitude and achievement tests, medical evaluations, teacher recommendations, physical condition, social and cultural background, and adaptive behavior;



© Copyright 2018 • Strauss Esmay Associates, LLP • 1886 Hinds Road • Suite 1 • Toms River, NJ 08753 - 8199 • 732-255-1500

REGULATION GUIDE

PROGRAM

R 2418/page 9 of 15

Section 504 of the Rehabilitation Act of 1973 - Students

- b. Establish procedures to ensure that information obtained from all such sources is documented and carefully considered;
 - c. Ensure that placement decisions are made by a group of persons, including persons knowledgeable about the student, the meaning of the evaluation data, and placement options; and
 - d. Ensure that placement decisions are made in conformity with this Regulation and 34 CFR §104.34.
3. The District 504 Coordinator will establish timelines for re-evaluations of students receiving reasonable accommodation(s). A parent may request a re-evaluation at any time upon written request to the District 504 Coordinator.
 4. Copies of requests for evaluation and related documents will be maintained in a designated Section 504 file folder placed in the student's cumulative record.

F. Section 504 and Special Education

1. A student who qualifies for Section 504 services may not qualify for special education under IDEA; likewise, a student who qualifies under IDEA may not qualify under Section 504.
2. A referral for a Section 504 evaluation may be made concurrently with a pending special education evaluation. In such instances, the Section 504 evaluation should be conducted during the same timeline utilized for the special education assessment. Generally, the Section 504 evaluation should be conducted in less than sixty days.
3. If a student is found eligible under Section 504 prior to the special education team's findings, a Section 504 Accommodation Plan will be developed pending the special education team's findings. If the student is then found eligible for special education, an Individualized Education Program (IEP) will be developed and the IEP team can incorporate into the IEP any accommodations/services provided in the Section 504 Accommodation Plan.



© Copyright 2018 • Strauss Esmay Associates, LLP • 1888 Hinds Road • Suite 1 • Toms River, NJ 08753 - 8199 • 732-255-1500

REGULATION GUIDE

PROGRAM

R 2418/page 10 of 15

Section 504 of the Rehabilitation Act of 1973 - Students

4. A separate Section 504 team meeting will be convened when a student is identified as eligible for special education and no longer requires accommodations/services under Section 504.
5. When an IEP team determines a student is not eligible or no longer eligible for special education, there may be circumstances when a Section 504 referral for evaluation may be appropriate and should be considered. The IEP team may document the student is being referred for a Section 504 evaluation, and the eligibility evaluation shall be addressed in a separate Section 504 team meeting.

G. Section 504 Accommodation Plan

1. The District 504 Coordinator will assist in organizing a team of individuals responsible for receiving referral documents; securing evaluation information; and determining eligibility and appropriate accommodations, related aids or services for eligible students with disabilities. The team must be comprised of people who:
 - a. Are knowledgeable about the student;
 - b. Understand the meaning of evaluation data; and
 - c. Are familiar with placement options.
2. The District 504 Coordinator, based on the evaluation of the student eligible for services under Section 504, will prepare a Section 504 Accommodation Plan which may include as relates to the student:
 - a. Name;
 - b. Date of birth;
 - c. Current educational placement;
 - d. Name of the District 504 Coordinator preparing the Section 504 Accommodation Plan;
 - e. Disabling condition:



© Copyright 2016 • Strauss Esmy Associates, LLP • 1886 Hinds Road • Suite 1 • Toms River, NJ 08753 - 8199 • 732-255-1500

REGULATION GUIDE

PROGRAM

R 2418/page 11 of 15

Section 504 of the Rehabilitation Act of 1973 - Students

- (1) Major life activity impaired;
 - (2) Educational impact; and
 - (3) Impact on related educational progress.
 - f. Accommodation (as appropriate):
 - (1) Physical and learning environment;
 - (2) Instructional;
 - (3) Behavioral;
 - (4) Evaluation;
 - (5) Medical; and/or
 - (6) Transportation.
 - g. Other:
 - (1) List of individuals participating in the development of the plan, along with their titles and the date(s) of their participation.
 - (2) Certification by the student's parent that he or she has participated in the development of the plan and provided consent to its implementation.
 - (3) A waiver of the fifteen days' notice prior to the implementation of the plan by the parent if the plan is to be implemented sooner than the fifteen days.
3. A Section 504 Accommodation Plan should not:
- a. Modify the curriculum;
 - b. Exempt a student from a course or subject required for graduation;



© Copyright 2016 • Strauss Esmay Associates, LLP • 1888 Hinds Road • Suite 1 • Toms River, NJ 08753 - 8199 • 732-255-1600

REGULATION GUIDE

PROGRAM

R 2418/page 12 of 15

Section 504 of the Rehabilitation Act of 1973 - Students

- c. Alter the level of expectation for a student's performance;
 - d. Provide an extended time accommodation only for standardized testing when it is not required as part of the regular program of evaluation;
 - e. Include any testing accommodations unless authorized by the testing agency; and
 - f. Assign responsibility for implementing Section 504 accommodations to another student.
4. A Section 504 Accommodation Plan should:
- a. Directly relate to a student's identified needs;
 - b. Be specific, measurable, and tailored to meet students' identified needs to allow for consistent implementation;
 - c. Be written to incorporate specific symptoms, behavior, or triggers that elicit implementation of the accommodation or service if required only occasionally; and
 - d. Clearly state how much extended time is required based upon a student's identified needs, if the Section 504 team determines such an accommodation is appropriate.
5. Students needing medication:
- a. Not all students needing medication administered by school staff will require a Section 504 Accommodation Plan. It is not necessary to qualify a student as having a disability that substantially limits a major life activity under Section 504 in order to provide a service that schools perform for all general education students.
 - b. A Section 504 referral with the potential for a subsequent Section 504 Accommodation Plan is appropriate when a student is found to have a disability that substantially limits a major life activity and needs medication administered on a systematic basis to receive equal access to the educational program.



© Copyright 2016 • Strauss Esmay Associates, LLP • 1888 Hinds Road • Suite 1 • Toms River, NJ 08753 - 8199 • 732-255-1500

REGULATION GUIDE

PROGRAM

R 2418/page 13 of 15

Section 504 of the Rehabilitation Act of 1973 - Students

H. Nonacademic/Extracurricular Services - 34 CFR §104.37

1. Nonacademic and Extracurricular Services may include counseling, physical recreational athletics, transportation, health services, recreational activities, special interest groups or school clubs, and/or referrals to agencies which provide assistance to students with disabilities and student employment.
2. The Board and administration will ensure that students with disabilities are not counseled toward more restrictive career objectives than are nondisabled students with similar interests and abilities.
3. The Board will provide to students with disabilities equal opportunity as afforded nondisabled students for participation in physical education courses, athletics, and similar programs and activities.
 - a. The district may offer students with disabilities physical education and athletic activities that are separate or different from those offered to nondisabled students only if the separation or differentiation is consistent with the requirements of 34 CFR §104.34 and only if no student with a disability is denied the opportunity to compete or to participate.

I. Grievance Procedure - 34 CFR §104.7(b)

1. This grievance procedure shall apply to a student with a disability alleging discrimination under the provisions of Section 504 of the Rehabilitation Act of 1973.
2. The parent who believes his or her child has a valid basis for a grievance under Section 504 shall file an informal complaint in writing with the District 504 Coordinator stating the specific facts of the grievance and the alleged discriminatory act.



© Copyright 2016 • Strauss Esmay Associates, LLP • 1886 Hinds Road • Suite 1 • Toms River, NJ 08753 • 8199 • 732-265-1500

REGULATION GUIDE

PROGRAM

R 2418/page 14 of 15

Section 504 of the Rehabilitation Act of 1973 - Students

3. The District 504 Coordinator will make reasonable efforts to resolve the matter informally by reviewing the grievance with appropriate staff including, but not limited to: the Principal, Child Study Team staff, and/or classroom teacher(s).
4. The District 504 Coordinator will investigate and document the complaint including dates of meetings, dispositions, and date(s) of dispositions. The District 504 Coordinator will provide a written decision to the complainant within seven working days of the written complaint.
5. If the complainant is not satisfied with the District 504 Coordinator's written decision, the complainant may appeal the decision in writing, setting out the circumstances that give rise to the alleged grievance. This written appeal must be filed with the District 504 Coordinator within three working days of the complainant's receipt of the written decision. The written appeal must state the basis for the appeal and the remedy sought by the complainant.
6. The District 504 Coordinator will appoint a qualified hearing officer within seven working days of the receipt of the written appeal. The hearing officer will conduct a hearing within seven working days of receipt of the written appeal. The hearing officer will give the parent a full and fair opportunity to present evidence relevant to the issues raised under the initial grievance. The parent may, at his or her own expense, be assisted or represented by individuals of their choice, including legal counsel. The hearing officer will present a written decision to the District 504 Coordinator and aggrieved individual within seven working days of the hearing.
7. The complainant may file a written appeal to the Board if not satisfied with the hearing officer's decision provided the written appeal is submitted to the Superintendent within three working days of the complainant's receipt of the hearing officer's written decision. The Board may, but is not required to, conduct a Board hearing on the appeal.



© Copyright 2016 • Strauss Esmy Associates, LLP • 1886 Hinds Road • Suite 1 • Toms River, NJ 08753 - 8199 • 732-255-1500

REGULATION GUIDE

PROGRAM

R 2418/page 15 of 15

Section 504 of the Rehabilitation Act of 1973 - Students

8. The complainant may request mediation and due process in accordance with N.J.A.C. 6A:14-2.6 and 2.7 if unsatisfied with the written decision of the Board. If specifically requested by the parent, the aforementioned N.J.A.C. 6A:14-2.6 and 2.7 grievance procedures must be followed.

Adopted:



© Copyright 2016 • Strauss Esmay Associates, LLP • 1888 Hinds Road • Suite 1 • Toms River, NJ 08753 - 8199 • 732-265-1500

POLICY GUIDE ^{new policy}

PROGRAM

2415.30/page 1 of 5

Title I – Educational Stability for Children in Foster Care

Dec 16

M

[See POLICY ALERT No. 210]

2415.30 TITLE I – EDUCATIONAL STABILITY FOR CHILDREN IN FOSTER CARE

The Federal Every Student Succeeds Act (ESSA), which reauthorized the Elementary and Secondary Education Act (ESEA), initiated protections for children in foster care that further enhanced the requirements of the Fostering Connections to Success and Increasing Adoptions Act of 2008 (Fostering Connections Act). These provisions require school districts to work with child welfare agencies to ensure the educational stability of children in foster care. New Jersey statutes support and implement Federal legislation and require New Jersey's child welfare agencies and school districts to collaborate and to keep children placed in foster care in the same school when their living placements change if remaining in that school is in the child's best interest. The educational stability of children in foster care is the joint responsibility of both the educational and child welfare systems.

The Director of Special Services shall be designated as the Board of Education's point of contact person for all matters related to the educational stability for children in foster care. The point of contact person for the school district shall not be the same person designated as the school district liaison for the education of homeless children.

For the purpose of this Policy, "child welfare agency" shall be the New Jersey Department of Children and Families.

For the purpose of this Policy, "foster care" means twenty-four hour substitute care for children placed away from their parents and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes.

For the purpose of this Policy, "school of origin" is the school district in which the child is enrolled at the time of placement in foster care or the school district of residence as per N.J.S.A. 30:4C-26 and N.J.S.A. 18A:7B-12.

A child in foster care shall remain in his/her school of origin if it is determined to be in the best interest of the child for the duration of time in foster care.



© Copyright 2016 • Strauss Esmay Associates, LLP • 1886 Hinds Road • Suite 1 • Toms River, NJ 08753 - 8199 • 732-255-1500

POLICY GUIDE

PROGRAM

2415.30/page 2 of 5

Title I – Educational Stability for Children in Foster Care

If a student attending the school district in accordance with the provisions of N.J.S.A. 18A:38-1 et seq. is placed in foster care, the school district contact person will collaborate with child welfare agencies to determine whether it is in the child's best interest to remain in the school district taking into consideration all factors relating to the child's best interest. These factors shall include the appropriateness of the current educational setting and proximity of placement (ESEA Section 1111(g)(1)(E)(i)). These factors may include, but are not limited to:

1. Preferences of the child;
2. Preferences of the child's parent(s) or educational decision maker(s);
3. The child's attachment to the school, including meaningful relationships with staff and peers;
4. The proximity of the resource family home to the child's present school;
5. The age and grade level of the child as it relates to the other best-interest factors;
6. The needs of the child, including social adjustment and well-being;
7. The child's performance, continuity of education, and engagement in the school the child presently attends;
8. The child's special education programming if the child is classified;
9. The point of time in the school year;
10. The child's permanency goal and likelihood of reunification;
11. The anticipated duration of the placement;
12. Placement of the child's sibling(s);



© Copyright 2016 • Strauss Esmay Associates, LLP • 1888 Hinds Road • Suite 1 • Toms River, NJ 08753 - 8199 • 732-256-1500

POLICY GUIDE

PROGRAM

2415.30/page 3 of 5

Title I – Educational Stability for Children in Foster Care

13. Influence of the school climate on the child, including safety;
14. The availability and quality of the services in the school to meet the child's educational and socioemotional needs;
15. History of school transfers and how they have impacted the child;
16. How the length of the commute would impact the child, based on the child's developmental stage;
17. Whether the child is a student with a disability under the Individuals with Disabilities Act (IDEA) who is receiving special education and related services or a student with a disability under Section 504 who is receiving special education or related aids and services and, if so, the availability of those required services in a school other than the school of origin; and
18. Whether the child is an English language learner (ELL) and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the Equal Educational Opportunities Act of 1974 (EEOA).

The school district's point of contact person will discuss these factors and will make every effort to gather meaningful input and participation from the relevant parties, including appropriate school personnel, in the best-interest determination.

Eligible students with disabilities retain their right to receive a free appropriate public education in the least restrictive environment. When making a best-interest determination regarding the educational placement of a student with a disability under IDEA and Section 504, the Board must ensure that all required special education and related services are provided in the least restrictive placement where the child's unique needs, as described in the student's Individualized Education Program (IEP) or Section 504 Plan, can be met. The school district will identify and assess all potential ELL students and provide all ELL students, including ELL students in foster care, with a language assistance program that is educationally sound and proven successful. When a best-interest determination is made for an ELL student in foster care, the Board of Education will comply with its obligations under Title VI and the EEOA.



© Copyright 2016 • Strauss Esmay Associates, LLP • 1888 Hinds Road • Suite 1 • Toms River, NJ 08753 - 8199 • 732-255-1500

POLICY GUIDE

PROGRAM

2415.30/page 4 of 5

Title I – Educational Stability for Children in Foster Care

To the extent feasible, a child shall remain in his/her school of origin until a final best-interest determination is made. The child welfare agency will notify the school district of origin of the child's school placement after collaboration with the Board of Education's point of contact person and after the child's best-interest determination has been made. If a change of school is recommended by the child welfare agency, the new school shall immediately contact the school of origin to obtain relevant academic and other records of the foster care child. The financial responsibility for the payment of tuition for a foster care child placed outside the school district of origin and attending school outside the school district of origin shall be determined by the Commissioner of Education in accordance with N.J.S.A. 18A:7B-12 – Determination of District of Residence.

A foster care child who has been placed in this district and exits foster care during the school year [☒ will ☐ will not] be permitted to continue in this school district for the remainder of the school year.

In the event there is a disagreement regarding school placement for a child in foster care, the school district will comply with the legal requirements for resolving the dispute. A parent can appeal a best-interest determination whenever the child changes schools.

Children placed in foster care outside the school district of origin, attending a school in that district, will be provided transportation to and from school in accordance with N.J.A.C. 6A:27-6.1 et seq. and the Transportation Policy of that district. The district of origin is financially responsible for transportation costs to and from school.

Children placed in foster care outside the school district of origin, but remaining in a school within the school district of origin, shall receive transportation to and from school on a "cost-efficient" manner and in accordance with Section 475(4)(A) of the Social Security Act for the duration of the time the child is in foster care. The district of origin is financially responsible for transportation costs to and from school.

The cost of transportation shall not be considered when determining the best interest of the child.



© Copyright 2016 • Strauss Esmay Associates, LLP • 1886 Hinds Road • Suite 1 • Toms River, NJ 08753 - 8199 • 732-255-1500

POLICY GUIDE

PROGRAM

2415.30/page 5 of 5

Title I – Educational Stability for Children in Foster Care

Section 475(4)(A) of the Social Security Act provides guidance on “cost-effective” transportation as it relates to the cost of reasonable travel for foster care children placed outside the school district of origin to their school of origin indicating: the child may be dropped off at a bus stop just within the school district of origin to be transported to a school in the district of origin; the school district may offer a public transportation option; the foster care parents or other families may be willing to drive the child to school in the school district of origin; the school district may utilize pre-existing bus routes or stops close to the out-of-district foster care placement that cross school district boundaries; or the foster care child may be eligible for transportation under other Federal or State requirements.

In the event there is a disagreement regarding transportation for a child in foster care, the school district will comply with the New Jersey Department of Education requirements for resolving the dispute. The Board of Education shall provide or arrange for adequate and appropriate transportation for foster care children while any disputes are being resolved.

In all cases regarding student data and records, the Board of Education will comply with all statutory requirements to protect student privacy, including Family Education Rights and Privacy Act (FERPA), and all other privacy requirements under Federal laws, State statutes, and administrative codes.

N.J.S.A. 18A:7B-12

N.J.S.A. 30:4C-26

New Jersey Department of Education Memorandum dated October 4, 2016 –
Ensuring Educational Stability for Children in Foster Care

United States Departments of Education and Health and Human Services – Non-Regulatory Guidance - Ensuring Educational Stability for Children in Foster Care – June 23, 2016

Adopted:



© Copyright 2016 • Strauss Esmay Associates, LLP • 1886 Hinds Road • Suite 1 • Toms River, NJ 08753 - 8199 • 732-255-1500

POLICY GUIDE

STUDENTS
5330.04/page 1 of 3
Administering an Opioid Antidote
Dec 16

[See POLICY ALERT No. 210]

5330.04 ADMINISTERING AN OPIOID ANTIDOTE

New Jersey's "Overdose Prevention Act" encourages the wider prescription and distribution of an opioid antidote to prevent opioid overdose. The New Jersey Department of Education informed school districts they may develop and adopt policies and procedures to maintain and administer an opioid antidote to any student, school personnel, or other person believed to be experiencing an opioid overdose during school hours or during on-site school-sponsored activities to block the opioid's life-threatening effects.

In accordance with N.J.S.A. 24:6J-4.a.(1)(e), the school district's physician, as a health care practitioner as defined in N.J.S.A. 24:6J-3, may prescribe or dispense an opioid antidote directly or through a standing order to the school district for a school district certified school nurse to administer to overdose victims, provided the school physician deems a school district certified school nurse is capable of administering the opioid antidote to an overdose victim in an emergency. The physician's standing order must specify a school district certified school nurse is authorized to administer the opioid antidote to overdose victims. In accordance with N.J.S.A. 24:6J-5.a.(1), the school physician issuing the standing order shall ensure that overdose prevention information is provided to the school district and the certified school nurse(s) authorized to administer an opioid antidote. The overdose prevention information shall include, but not be limited to: information on opioid overdose prevention and recognition; instructions on how to perform rescue breathing and resuscitation; information on opioid antidote dosage and instructions on opioid antidote administration; information describing the importance of calling 911 emergency telephone service for assistance with an opioid overdose; and instructions for appropriate care of an overdose victim after administration of the opioid antidote.

Upon receiving a report of a possible opioid overdose during school hours or during an on-site school-sponsored activity, the Principal, Principal's designee, or supervising staff member will immediately call 911. The school nurse, during school hours and if available at an on-site school-sponsored activity, will also be immediately called. In accordance with the provisions of N.J.S.A. 24:6J-4.d.(1), the school nurse who has received overdose prevention information pursuant to N.J.S.A. 24:6J-5.a.(1) and has been deemed capable of administering the opioid antidote by the school physician may administer the opioid antidote to a student, school personnel, or other person in an emergency if the school nurse believes, in good faith, that the person is experiencing an opioid overdose.



© Copyright 2016 • Strauss Esmay Associates, LLP • 1886 Hinds Road • Suite 1 • Toms River, NJ 08753 - 8199 • 732-255-1500

POLICY GUIDE

STUDENTS

5330.04/page 2 of 3

Administering an Opioid Antidote

The school nurse and/or other school staff members shall keep the student, school personnel, or other person comfortable until emergency medical responders arrive on the scene. Any student who receives an opioid antidote by the school nurse or by an emergency medical responder shall be transported to the nearest hospital with a school staff member designated by the Principal, Principal's designee, or supervising staff member of the on-site school-sponsored activity.

The Principal, Principal's designee, or supervising staff member will notify the parent of any student or a family member or other contact person for a school staff member who may be experiencing a possible opioid overdose as soon as practicable. The Principal, Principal's designee, or supervising staff member of the on-site school-sponsored activity shall notify the Superintendent of Schools whenever an opioid antidote is administered by a school nurse or an emergency medical responder.

The school nurse shall be responsible to store the opioid antidote that has been prescribed by the school physician in a safe and secure location; document the administration of an opioid antidote on a student's health record; monitor the on-site inventory and replacement of the opioid antidote supply; and plan for the disposal of administered opioid antidote and expired opioid antidote applicator.

Any student or school staff member who is found to be under the influence of a controlled dangerous substance shall be subject to the provisions of applicable statutes and administrative codes and Board policies and regulations regarding substance use.

In accordance with the provisions of N.J.S.A. 24:6J-4.d.(2), the school district and the school nurse shall not, as a result of any acts or omissions, be subject to any criminal or civil liability for administering an opioid antidote in accordance with the provisions of N.J.S.A. 24:6J-1 et seq.

Nothing in this Policy shall prohibit the administration of an opioid antidote to a student, school personnel, or other person in an emergency during school hours or during on-site school-sponsored activities by an emergency medical responder or by a person authorized to administer an opioid antidote in accordance with N.J.S.A. 24:6J-1 et seq.



© Copyright 2016 • Strauss Esmay Associates, LLP • 1886 Hinds Road • Suite 1 • Toms River, NJ 08753 - 8199 • 732-265-1500

POLICY GUIDE

STUDENTS

5330.04/page 3 of 3

Administering an Opioid Antidote

This Policy shall be reviewed and approved by the school physician and Board Attorney prior to Board adoption and whenever the Policy is revised. This Policy shall be made available to school staff members, parents, and students in staff and student handbooks, published on the district's website, or through any other appropriate means.

N.J.S.A. 24:6J-1 et seq.

May 24, 2016 New Jersey Department of Education Memorandum - Information for Schools Regarding Opioid Overdose Prevention

Adopted:



© Copyright 2016 • Strauss Esmay Associates, LLP • 1886 Hinds Road • Suite 1 • Toms River, NJ 08753 - 8199 • 732-255-1500