

DOCUMENT A

District Enrollment as of 02/28/2017

DISTRICT	Full Time Students	Shared Time Students	Full Time Students PTC 20 LLD	Shared Time Students PTC 20 LLD	Total Student Count
Avon	36				36
Belmar	97	14	1	1	113
Brielle	230	7	8		245
Lake Como	41	4	1		46
Manasquan	286	4	3	1	294
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	897	30	19	3	949
				TOTAL MHS	949
				TOTAL MES	630
				TOTAL ENROLLMENT	1579

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

HIGH SCHOOL	ATTENDANCE PERCENTAGE	AVERAGE DAILY ENROLLMENT	AVERAGE DAILY ATTENDANCE	
Feb-16	92.1	866.00	940	
Feb-17	93.12	933.57	869.39	
ELEMENTARY SCHOOL				
Feb-16	93.865	642.813	608.75	
Feb-17	96.716	630.71	604.5	

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

HIGH SCHOOL

DATE OF DRILL	TIME OF DRILL	LENGTH OF DRILL	COMMENTS	SECURITY DRILLS
February 3	11:05 a.m.	10 minutes		Shelter in Place
February 20	8:05 a.m.	20 minutes		Fire Drill
ELEMENTARY SCHOOL				
DATE OF DRILL	TIME OF DRILL	LENGTH OF DRILL	COMMENTS	SECURITY DRILL
February 3	11:45 a.m.	15 minutes		State Lockdown Drill
February 20	12:33 p.m.	4 minutes		Fire Drill

[illegible]

Page 1

	SUSPENSIONS BY GRADE					TOTAL
	9	10	11	12	TOTAL	
OUT OF SCHOOL SUSPENSIONS:						
Under the Influence		1		2		3
Fighting	1		1	1		3
Theft			1			1
HIB		1	1			2
Damage to Property			1			1
Defiance			1			1
Pulled Fire Alarm				1		1
						0
IN-SCHOOL SUSPENSIONS:						
Disrespectful to Another Student			2			2
Fighting	1					1
Leaving School Grounds without Permission			2	3		5
Profanity to Staff Member/Disrespectful	1		1	2		4
No Show Saturday Detention		1	1	4		6
Late to School				1		1
HIB		1	1			2
Inappropriate use of a cell phone			1			1
Inappropriate gesture		1				1
Cutting class			1			1
						0
						0
TOTAL	3	5	14	14		36
SATURDAY DETENTION						
SMOKING - INSIGHT PROGRAM		2		4		6
	0					0

MONTHLY TARDIES REPORT

2016-2017

TIMES TARDY	SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE
1	144	189	197	195	196	184				
2	24	53	83	90	80	74				
3	19	34	35	37	23	35				
4	10	24	17	20	16	12				
5	2	10	12	8	9	6				
6	3	4	4	2	3	6				
7	3	3	2	2	3	1				
8	0	3	1		3	0				
9	1	0	1		4	1				
10	1	0	1		1	0				
11	0	1			0	1				
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	320	0	0	0	0
TOTAL TARDIES	369	636	661	632	657	578	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

REGULATION GUIDE

PROGRAM

R 2460.8/page 1 of 5

Special Education - Free and Appropriate Public Education

Feb 17

M

[See POLICY ALERT Nos. 95, 101, 104, 108, 112, 119, 129, 132,
138, 146, 152, 155, 159, 185 and 211]

R 2460.8 SPECIAL EDUCATION - FREE AND APPROPRIATE PUBLIC EDUCATION

A free and appropriate public education is available to all students with disabilities between the ages of three and twenty-one including students with disabilities who have been suspended or expelled from school.

Procedures regarding the provision of a free and appropriate public education to students with disabilities who are suspended or expelled are as follows:

1. School officials responsible for implementing suspensions/expulsions in the district are the following: (List school officials/designees by district organizational level.)
 - a. ☒ **Grades Nine – Twelve 9-12** Principal/Vice Principal or designee;
 - b. ☒ **Grades Six – Eight 6-8** Principal/Vice Principal or designee;
 - c. ~~Grades Pre-Kindergarten – Five PreK – 5~~
~~Principal/Vice Principal or designee;~~
 - d. _____ (Other).
2. Each time a student with a disability is removed from his/her current placement for disciplinary reasons, notification of the removal is provided to the case manager by the Principal or designee. (Notification must be in written format for documentation.)
 - a. Removal for at least half of the school day shall be reported via the Electronic Violence and Vandalism Reporting System.
3. Each Principal or designee will ensure that a system is in place to track the number of days a student with disabilities has been removed for disciplinary reasons. Documentation will include:



REGULATION GUIDE

PROGRAM

R 2460.8/page 2 of 5

Special Education - Free and Appropriate Public Education

- a. Student's name;
 - b. The infraction;
 - c. Time suspended; and
 - d. The cumulative days suspended including removal for a portion of the school day which is counted proportionately.
4. When a student is suspended from transportation:
- a. Suspension from transportation is not counted as a day of removal if the student attended school.
 - b. Suspension from transportation is counted as a day of removal if the student does not attend school.
 - c. If transportation is included in the student's IEP as a required related service, the school district shall provide alternate transportation during the period of suspension from the typical means of transportation.
 - d. Suspension from transportation may be counted as a day of absence rather than a day of removal if the district made available an alternate means of transportation and the student does not attend school.
5. When a student with a disability participates in an in-school suspension program, the Principal or designee shall ensure that participation in the program is not considered removal when determining whether a manifestation determination must be conducted if the program provides the following:
- a. Opportunity for the student to participate and progress in the general curriculum,
 - b. Services and modifications specified in the student's IEP,
 - c. Interaction with **peers who are not disabled** ~~non-disabled peers~~ to the extent they would have in the current placement, and
 - d. The student is counted as present for the time spent in the in-school suspension program.



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REGULATION GUIDE

PROGRAM

R 2460.8/page 3 of 5

Special Education - Free and Appropriate Public Education

6. When a series of short-term removals will accumulate to more than ten school days in the year:
 - a. The Principal/Vice Principal or designee and the case manager will consult to determine whether the removals create a change of placement according to N.J.A.C. 6A:14-2.8(c)2. Written documentation of the consultation between the school administration and the case manager shall be maintained by the case manager.
 - b. If it is determined that there is no change in placement, the Principal/Vice Principal or designee, the case manager, and special education teacher will consult to determine the extent to which services are necessary to:
 - (1) Enable the student to participate and progress appropriately in the general education curriculum; and
 - (2) Advance appropriately toward achieving the goals set out in the student's IEP.
 - c. Written documentation of the consultation and services provided shall be maintained in the student's file.
7. When a disabled student is removed from his/her current placement for more than ten days and the removal does not constitute a change in placement, the case manager shall convene a meeting of the IEP Team and, as necessary or required, conduct a functional behavior assessment and review the behavioral intervention plan according to N.J.A.C. 6A:14 Appendix A, **Individuals with Disabilities Education Act Amendments of 2004**, 20 U.S.C. §1415(k). The IEP Team shall:
 - a. Review the behavioral intervention plan and its implementation;
 - b. Determine if modifications are necessary; and



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REGULATION GUIDE

PROGRAM

R 2460.8/page 4 of 5

Special Education - Free and Appropriate Public Education

- c. Modify the behavioral intervention plan and its implementation as appropriate. The plan will be modified to the extent necessary if at least one member of the team determines that modifications are necessary.

The case manager will document the date and the outcome of the meeting.

The documentation shall be placed in the student's file.

Procedures Regarding the Provision of a Free and Appropriate Public Education to Preschool Age Students with Disabilities

To ensure that preschoolers with disabilities who are not participating in an early intervention program have their initial IEP's in effect by their third birthday, a written request for an initial evaluation shall be forwarded to the district.

The following procedures will be followed:

1. A parent of a preschool-age student suspected of having a disability, who requests a Child Study Team (CST) evaluation by telephone, will be advised to submit a written request for an evaluation to the Preschool Coordinator or ~~Supervisor of~~ *Special Education*.
2. Upon receipt of the written request, the request shall be dated and signed by the recipient.
3. The district will respond to referrals of preschoolers according to N.J.A.C. 6A:14-3.3(e).
4. A file will be initiated ~~for the~~ *case* potentially disabled preschooler:
 - a. The ~~manager~~ *case manager* will convene a referral/identification meeting within twenty calendar days (excluding school holidays but not summer vacation) of the date recorded on the request;
 - b. A "Notice of Referral/Identification Meeting" will be sent to the parent(s);



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REGULATION GUIDE

PROGRAM

R 2460.8/page 5 of 5

Special Education - Free and Appropriate Public Education

- c. The notice will contain "Parental Rights in Special Education" (PRISE) Booklet;
- d. The meeting will be attended by the CST, including a speech language specialist, the parent(s), and a teacher who is knowledgeable about the district's program; and
- e. A program shall be in place no later than ninety calendar days from the date of consent.

Procedures Regarding the Provision of a Free, Appropriate Public Education to Students with Disabilities Who Are Advancing From Grade to Grade

Supervisor of
The *Special Education*, through in-service training, shall ensure students with disabilities who are advancing from grade to grade with the support of specially designed services, continue to be eligible when as part of a reevaluation, the IEP Team determines the student continues to require specially designed services to progress in the general education curriculum and the use of functional assessment information supports the IEP Team's determination.

Procedures Involving Procedural Safeguards to Students Not Yet Eligible For Special Education

Disciplinary procedural safeguards will apply to students not yet eligible for special education. The parent(s) and/or adult student may assert any of the protections of the law if the district had knowledge the student was a student with a disability before the behavior that precipitated the disciplinary action occurred.



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POLICY GUIDE

PROGRAM
2460/page 1 of 5
Special Education
Feb 17
M

[See POLICY ALERT Nos. 95, 101, 104, 108, 112, 119, 129, 132,
138, 146, 150, 158, 159, 185 and 211]

2460 SPECIAL EDUCATION

The Monasquan Board of Education assures compliance with Part B of the Individuals with Disabilities Education Act (IDEA) and the New Jersey Administrative Code 6A:14-1 et seq. Furthermore, the Board will have programs and procedures in effect to ensure the following:

1. All students with disabilities, who are in need of special education and related services, including students with disabilities attending nonpublic schools, regardless of the severity of their disabilities, are located, identified, and evaluated according to N.J.A.C. 6A:14-3.3.
2. Homeless students are located, identified, and evaluated according to N.J.A.C. 6A:14-3.3, and are provided special education and related services in accordance with the IDEA, including the appointment of a surrogate parent for unaccompanied homeless youths as defined in 42 U.S.C. §§11431 et seq.
3. Students with disabilities are evaluated according to N.J.A.C. 6A:14-2.5 and 3.4.
4. An Individualized Education Program (IEP) is developed, reviewed and as appropriate, revised according to N.J.A.C. 6A:14-3.6 and 3.7.
5. To the maximum extent appropriate, students with disabilities are educated in the least restrictive environment according to N.J.A.C. 6A:14-4.2.
6. Students with disabilities are included in State-wide and district-wide assessment programs with appropriate accommodations, where necessary according to N.J.A.C. 6A:14-4.10. All students with disabilities will participate in State-wide assessments or the applicable ~~aAlternative Proficiency~~ aAssessment in grades three, four, five, six, seven, eight, and **high school in the applicable courses eleven in accordance with their assigned grade level.**



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POLICY GUIDE

PROGRAM
2460/page 2 of 5
Special Education

7. Students with disabilities are afforded procedural safeguards required by N.J.A.C. 6A:14-2.1 et seq., including appointment of a surrogate parent as set forth in N.J.A.C. 6A:14-2.2 and Policy 2467, when appropriate.
8. The rules set forth in N.J.A.C. 6A:14 ensure aA free appropriate public education is available to all students with disabilities between the ages of three and twenty-one, including students with disabilities who have been suspended or expelled from school:
 - a. The obligation to make a free, appropriate public education available to each eligible student begins no later than the student's third birthday and that an individualized education program (IEP) is in effect for the student by that date;
 - b. If a child's third birthday occurs during the summer, the child's IEP Team shall determine the date when services under the IEP will begin;
 - c. A free appropriate public education is available to any student with a disability who **needs is-eligible-for** special education and related services, even though the student is advancing from grade to grade;
 - d. The services and placement needed by each student with a disability to receive a free, appropriate public education are based on the student's unique needs and not on the student's disability; and
 - e. The services and placement needed by each student with a disability to receive a free, appropriate public education are provided in appropriate educational settings as close to the student's home as possible and, when the IEP does not describe specific restrictions, the student is educated in the school he or she would attend if not a student with a disability.



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POLICY GUIDE

PROGRAM
2460/page 3 of 5
Special Education

9. Children with disabilities participating in early intervention programs assisted under IDEA Part C who will participate in preschool programs under N.J.A.C. 6A:14 will experience a smooth transition and have an IEP developed and implemented according to N.J.A.C. 6A:14-3.3(e) and N.J.A.C. 6A:14-3.7.
10. Full educational opportunity to all students with disabilities is provided.
11. The compilation, maintenance, access to, and confidentiality of student records are in accordance with N.J.A.C. 6A:32-7.
12. Provision is made for the participation of students with disabilities who are placed by their parent(s) in nonpublic schools according to N.J.A.C. 6A:14-6.1 and 6.2.
13. Students with disabilities who are placed in private schools by the district Board are provided special education and related services at no cost to their parent(s) according to N.J.A.C. 6A:14-1.1(d) and N.J.A.C. 6A:14-7.5(b)3.
14. All personnel serving students with disabilities are highly qualified and appropriately certified and licensed, where a license is required, in accordance with State and Federal law, pursuant to N.J.A.C. 6A:14-1.2(b)13.
15. Pursuant to N.J.A.C. 6A:14-1.2(b)4, The in-service training needs for professional and paraprofessional staff who provide special education, general education or related services are identified, and that appropriate in-service training is provided. The district Board shall maintain information to demonstrate its efforts to:
 - a. Prepare general and special education personnel with content knowledge and collaborative skills needed to meet the needs of children with disabilities;
 - b. Enhance the ability of teachers and others to use strategies, such as behavioral interventions, to address the conduct of students with disabilities that impedes the learning of students with disabilities and others;



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POLICY GUIDE

PROGRAM
2460/page 4 of 5
Special Education

- c. Acquire and disseminate to teachers, administrators, school Board members, and related services personnel, significant knowledge derived from educational research and other sources and how the district will, if appropriate, adopt promising practices, materials and technology;
 - d. Ensure that the in-service training is integrated to the maximum extent possible with other professional development activities; and
 - e. Provide for joint training activities of parent(s) and special education, related services and general education personnel.
16. Instructional materials will be provided to blind or print-disabled students in a timely manner, **consistent with a plan developed by the district.**
17. For students with disabilities who are potentially eligible to receive services from the Division of Developmental Disabilities in the Department of Human Services, the district will provide, pursuant to the **Developmentally Disabled Uniform Application Act**, N.J.S.A. 30:4-25.10 et seq., and N.J.A.C. 6A:14-1.2(b)17, the necessary materials to the parent(s) to apply for such services.
18. **[Select One Option]**
- ☒ The school district will not accept the use of electronic mail from the parent(s) to submit requests to a school official regarding referral, identification, evaluation, classification, and the provision of a free, appropriate public education.
- ☐ The school district will accept the use of electronic mail from the parent(s) to submit requests to school officials regarding referral, identification, evaluation, classification, and the provision of a free, appropriate public education. The parent(s) shall be informed by the _____ of the procedures to access the electronic mail system. The parent(s) may not utilize electronic mail to provide written consent when the district provides written notice and seeks parental consent as required by N.J.A.C. 6A:14-1.2(b)18.]



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POLICY GUIDE

PROGRAM
2460/page 5 of 5
Special Education

19. The school district will provide teacher aides and the appropriate general or special education teaching staff time for consultation on a regular basis as specified in each student's IEP, pursuant to N.J.A.C. 6A:14-4.5(d).
20. The school district has a plan in effect to establish stability in special education programming. The plan takes into account the consistency of the location, curriculum, and staffing in the provision of special education services as required by N.J.A.C. 6A:14-3.7(c)4.
21. The school district screens students who have exhibited one or more potential indicators of dyslexia or other reading disabilities in accordance with N.J.S.A. 18A:40-5.1 et seq. and Policy 5339.

The school district shall provide an Assurance Statement to the County Office of Education that the Board of Education has adopted the required special education policies and procedures/regulations and the district is complying with the mandated policies and procedures/regulations.

N.J.A.C. 6A:14-1 et seq.
20 USC §1400 et seq.
34 C.F.R. §300 et seq.



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REGULATION GUIDE

PROGRAM
R 2460/page 1 of 1
Special Education
Feb 17
M

[See POLICY ALERT Nos. 95, 101, 104, 108, 112, 119, 129, 132,
138, 146, 152, 155, 170, 185 and 211]

R 2460 SPECIAL EDUCATION

School district officials and staff shall adhere to all regulations included in N.J.A.C. 6A:14-1.1 et seq. and the following special education regulations:

- R 2460.1 Special Education - Location, Identification, and Referral (M)
- R 2460.8 Special Education - Free and Appropriate Public Education (M)
- R 2460.9 Special Education - Transition From Early Intervention Programs to Preschool Programs (M)
- R 2460.15 Special Education – In-service Training Needs for Professional and Paraprofessional Staff (M)**
- R 2460.16 Special Education - Instructional Material to Blind or Print-Disabled Students (M)

Definitions:

Refer to N.J.A.C. 6A:14-1.3 for definitions of terms used in Regulations 2460.1 through 2460.16.

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REGULATION GUIDE

PROGRAM

R 2460.9/page 1 of 2

Special Education - Transition From Early Intervention
Programs to Preschool Programs

Feb 17

M

[See POLICY ALERT Nos. 155, 185 and 211]

R 2460.9 SPECIAL EDUCATION - TRANSITION FROM EARLY INTERVENTION PROGRAMS TO PRESCHOOL PROGRAMS

Children with disabilities participating in early intervention programs (EIP) assisted under IDEA Part C who will participate in preschool programs under N.J.A.C. 6A:14-1.1 et seq. will experience a smooth transition and will have an Individualized Education Program (IEP) developed and implemented according to N.J.A.C. 6A:14-3.3(e) and N.J.A.C. 6A:14-3.7.

Procedure for Child Study Team (CST) Member Attendance at the **Preschool** Transition Planning Conference

1. The district will make available a CST member to participate in the preschool transition planning conference arranged by the designated **Part C** service coordinator from the early intervention system and will:
 - a. Review the Part C Individualized Family Service Plan for the child;
 - b. Provide the parent(s) written **district** registration requirements;
 - c. Provide the parent(s) written information with respect to available district programs for preschool students, including general education placement options; and
 - d. Provide the parent(s) a form to use to request that the Part C service coordinator be invited to the child's **initial** IEP meeting.
2. The district will work collaboratively with the EIP designated **Part C** service coordinator or early intervention system to eliminate barriers regarding meeting times and locations.



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REGULATION GUIDE

PROGRAM
R 2460.9/page 2 of 2
Special Education - Transition From Early Intervention
Programs to Preschool Programs

3. School district officials shall adhere to all procedures contained in N.J.A.C. 6A:14-1.1 et seq. for transitioning children with disabilities from EIP to preschool programs.
4. The Part C service coordinator shall be invited to the initial IEP meeting for a student transitioning from Part C to Part B.



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REGULATION GUIDE

PROGRAM

R 2460.1/page 1 of 10

Special Education - Location, Identification, and Referral

Feb 17

M

[See POLICY ALERT Nos. 152, 155, 159, 185 and 211]

R 2460.1 SPECIAL EDUCATION - LOCATION, IDENTIFICATION, AND REFERRAL

All students with disabilities, who are in need of special education and related services, including students with disabilities attending nonpublic schools, and highly mobile students such as migrant ~~workers' children~~ and homeless students regardless of the severity of their disabilities, are located, identified and evaluated according to N.J.A.C. 6A:14-3.3.

A. Procedures for Locating Students With Disabilities *Supervisor of*

1. The ~~Special Education~~ *Supervisor of* will coordinate the child find activities to locate, identify and evaluate all children, ages three through twenty-one, who reside within the school district or attend nonpublic schools within the school district and who may **have a disability be disabled.**
2. By April of each school year, the ~~Sup. of Special Education~~ *Sup. of Special Education* or his/her designee will conduct child find activities, **in the native language of the population, as appropriate**, including but not limited to:
 - a. Development of child find materials for distribution.
 - b. Broadcasting of child find information on the school district cable television station. (if applicable)
 - c. Distribution of flyers to the parents of all students enrolled in the school district.
 - d. Mailing of child find material to nonpublic schools in the area.
 - e. Mailing of child find material to local pediatricians, hospitals and clergy.



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REGULATION GUIDE

PROGRAM

R 2460.1/page 2 of 10

Special Education - Location, Identification, and Referral

- f. Public service announcements on the local foreign language radio stations and cable television stations. ~~in the following languages (list languages)~~

or

~~The Superintendent or designee ensures that if any native language speakers for languages other than English are identified, public service communications will include but not be limited to native language announcements on local foreign language radio stations and/or cable television stations.~~

- g. Public service announcements in local newspapers.
- h. Distribution of child find materials in supermarkets, convenience stores, shelters for the homeless, public and private social service agency locations and nursery school providers.
- i. Mailing information letters to local physicians, hospitals, nursery schools, non-public schools, health departments, community centers, rescue squads and churches.
- j. A guide to preschool services for potentially disabled children ages three to five is made available to: stakeholders (list recipients).

newspaper & local doctors offices k. Posting of State developed child find materials in School website, (designate areas) for potentially disabled students and/or early intervention program.

- l. Training of home school advocate/school community liaisons or others to assist in the identification of potentially disabled students.



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REGULATION GUIDE

PROGRAM

R 2460.1/page 3 of 10

Special Education - Location, Identification, and Referral

- m. Listings of Early Intervention Program (EIP), local nursery schools and pediatricians are maintained. The district's preschool coordinator (or other) maintains contact with EIP coordinator and nursery school director.
- n. Information is distributed through the Parent Advisory Committee.
- o. School handbooks distributed to parents contain information describing special education services.
- p. Distribution of information to the school district's ESL/Bilingual teachers describing child find activities.
- q. Students entering Kindergarten are screened to identify ~~potentially disabled~~ students **who may have a disability**.
- r. Intervention and Referral Services Committees (I&RS) have been established in all school buildings.
- s. (Insert any other procedures specific to district.)

[Required for Charter Schools and Renaissance Schools

- t. For a charter school **or renaissance school**, the child find activities as outlined above are limited to the population of students enrolled in the charter school **or renaissance school**.]

3. No later than April of each school year the *Supervisor of Special Education* will contact by mail the *Principals of Hill + Dale* (identify the title of the nonpublic school official) of the nonpublic school(s) to request input from nonpublic school parents and officials for suggestions on ways to conduct child find activities for students attending nonpublic schools.



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REGULATION GUIDE

PROGRAM

R 2460.1/page 4 of 10

Special Education - Location, Identification, and Referral

The child find activities for nonpublic students shall be comparable to the child find activities for public school students.

The following individual(s) shall serve as representatives from nonpublic schools:

<u>School</u>	<u>Title of the Individual Representing the Nonpublic School</u>
Hill + Dale School	

Based on the suggestions from the representatives of the nonpublic schools and parent(s), the _____ will modify the child find activities for the next school year, as appropriate.

B. Procedures for Intervention in the General Education Program

A staff member or agency shall provide in writing a request for intervention services for students ages 5 to 21, (indicate ages of students present in the school district) to the Building Principal or designee. The request shall contain the following:

1. Reason for request (including parental or adult student request);
2. Descriptive behavior of student performance; and
3. Indication of the prior interventions.

Teachers and other school professionals, as appropriate, will be serviced annually by the Building Principal or designee regarding the procedures for initiating and providing interventions in the general education program. The parent(s) will be informed of the procedures to initiate interventions in the general education program.



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REGULATION GUIDE

PROGRAM

R 2460.1/page 5 of 10

Special Education - Location, Identification, and Referral

The Superintendent or designee will oversee the district's implementation/~~evaluation and effectiveness of the procedures for~~ interventions **identified in the general education program.**

An Intervention and Referral Services Committee (I&RS) will be in place in each school building pursuant to N.J.A.C. 6A:16-8.1 **et seq. and Policy and Regulation 2417.**

The Building Principal or designee will be responsible for the following:

1. The implementation and effectiveness of building level I&RS Committee;
2. Will identify the roles and responsibilities of building staff who participate in planning and providing intervention services; and
3. Review, assess and document the effectiveness of the services provided in achieving the outcome identified in the intervention plan.

~~*Sample forms are located in the Resource Manual for Intervention and Referral Services published by the NJDOE.~~

4. The I&RS Committee shall:
 - a. Plan and provide appropriate intervention services;
 - b. Actively involve the parent(s) in the development and implementation of intervention plans;
 - c. Develop an action plan for an identified student which specifies specific tasks, resources, persons responsible, completion dates, date for review;
 - d. Coordinate the services of community based social and health provider agencies;
 - e. Process and complete the documentation forms;



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REGULATION GUIDE

PROGRAM

R 2460.1/page 6 of 10

Special Education - Location, Identification, and Referral

- f. Review and assess the effectiveness of the services provided in achieving the outcomes identified in the intervention and referral plan; **and**
 - g. Ensure the type, frequency, duration, and effectiveness of the interventions are documented.
5. The Building Principal will insure that:
- a. I&RS Committee receive in-service training by the Building Principal or designee by September 30th (Specify date) each school year;
 - b. Staff handbooks are updated by September (Specify date) and include information regarding intervention procedures;
 - c. New instructional staff attend the district's orientation program commencing in the month of August which includes information on I&RS Committee;
 - d. School calendars are distributed in the month of September and provide information on intervention services; and
 - e. Parent/student handbooks distributed in the month of September and include information on intervention services.

C. Procedures for Referral

Referral procedures are included in professional staff handbooks and referral forms are available in the Principal's office, the Child Study Team (CST) office, and the Office of Special Services (name of the office designated for Special Education Services)

1. Parental Notification of Referral Procedures



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REGULATION GUIDE

PROGRAM

R 2460.1/page 7 of 10

Special Education - Location, Identification, and Referral

Parent/Student
Handbook

Referral procedures shall be included in Handbook (name of publication(s) e.g. Parent Handbook, newsletter, special education brochure or pamphlet or other school district publication, which shall be distributed to the parent(s). These procedures and publications shall be updated annually and be distributed to the parent(s) and appropriate social service and welfare agencies not later than October 1 of each year.

2. Parent Initiated Referral

When a parent makes a written request for an evaluation to determine eligibility for services:

- a. The written request shall be received and dated by the recipient;
- b. The written request shall be immediately forwarded to the office of special services/special education;
- c. A file will be initiated to include a timeline for processing the referral including the date that initiates the twenty-day timeline for conducting the referral/identification meeting and any forms used to open a case;
- d. Upon receipt of the referral a request for a summary and review of health and medical information regarding the student shall be forwarded to the school nurse who will transmit the summary to the ~~Child Study Team (CST)~~;
- e. The Case manager will convene a referral/identification meeting within twenty calendar days (excluding school holidays, but not summer vacation) of the date the request was received by the district;
- f. A "Notice of a Referral/Identification Meeting" will be sent to the parent(s);
- g. The notice will contain "Parental Rights in Special Education" (PRISE) Booklet; and
- h. The referral/identification meeting will be attended by the parent(s), CST, and regular education teacher.



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REGULATION GUIDE

PROGRAM

R 2460.1/page 8 of 10

Special Education - Location, Identification, and Referral

3. School Initiated Referral

Referral of a student to the CST may be made by administrative, instructional, or other professional staff to determine eligibility for special services when:

- a. It is determined (optional: through the I&RS Committee) that interventions in the general education program have **not been effective in alleviating adequately-addressed the student's educational difficulties and it is believed that the student may be disabled.**
- b. It can be documented that the nature of the student's educational problem(s) is such that an evaluation to determine eligibility for services is warranted without delay.
- c. The School Staff, through in-service training, shall ensure that students **are referred** who may **have a disability, but be potentially disabled are referred even though they are advancing from grade to grade.**

(1) **A student with a disability, who is advancing from grade to grade with the support of specially designed services, may continue to be eligible when:**

- (a) **As part of the re-evaluation, the Individualized Education Plan (IEP) team determines that the student continues to require specially designed services to progress in the general education curriculum; and**
- (b) **The use of functional assessment information supports the IEP team's determination.**

The following procedure will be followed for a school initiated referral:

- a. A referral to the CST will be completed by the referring staff member;



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REGULATION GUIDE

PROGRAM

R 2460.1/page 9 of 10

Special Education - Location, Identification, and Referral

- b. I&RS documentation including, but not limited to: teacher reports, grades and other relevant data (optional: the intervention record) shall be forwarded with the referral to the CST along with any other relevant data;
 - c. I&RS documentation does not need to be forwarded for direct referral when the nature of the student's problem is such that the evaluation is warranted without delay;
 - d. The referral should be dated upon receipt by the CST;
 - e. A file will be initiated to include a timeline for processing the referral including the date that initiates the twenty-day timeline for conducting the referral/identification meeting;
 - f. Upon receipt of the referral, a request for a summary and review of health and medical information regarding the student shall be forwarded to the school nurse who will transmit the summary to the CST;
 - g. The ^{case}manager will convene a referral/identification meeting within twenty calendar days (excluding school holidays, but not summer vacation) of the date recorded on the referral;
 - h. A "Notice of a Referral/Identification Meeting" will be sent to the parent(s);
 - i. The notice shall contain "Parental Rights in Special Education" (PRISE); and
 - j. The referral/identification meeting will be attended by the parent(s), CST, and regular education teacher.
4. The district may use community rehabilitation programs approved by the New Jersey Department of Labor, Division of Vocational Rehabilitation Services or any other State agency empowered to accept secondary level student placement according to N.J.A.C. 6A:14-4.7(f)1.



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REGULATION GUIDE

PROGRAM

R 2460.1/page 10 of 10

Special Education - Location, Identification, and Referral

5. Each evaluation of the student requires an assessment to determine appropriate post-secondary outcomes as part of transition services planning.
6. Each IEP Team member is required to certify in writing whether the IEP Team report reflects his or her conclusions. In the event the IEP Team report does not reflect the IEP Team member's conclusion, the IEP Team member must submit a dissenting opinion in order to ensure the parent(s) is aware of dissenting opinions regarding the determination of eligibility for a specific learning disability.
7. The parent(s) must receive a copy of their child's evaluation report and any documentation leading to a determination of eligibility not less than ten calendar days prior to the eligibility conference in order to ensure the parent(s) has a reasonable amount of time to review documentation prior to an eligibility conference.
8. A student may be referred directly to the ~~Child Study Team~~ CST when warranted.

Adopted: 14 June 2011

Revised: 21 March 2017



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POLICY

MANASQUAN BOARD OF EDUCATION

Program
2422/Page 1 of 7
HEALTH EDUCATION

2422 HEALTH EDUCATION 2422 HEALTH AND PHYSICAL EDUCATION

The Board of Education requires all students to participate in a comprehensive, sequential, health and physical education program aligned with the New Jersey Department of Education Core Curriculum Content Standards (CCCS) that emphasizes the natural interdisciplinary connection between wellness and health and physical education. The primary focus of the CCCS is the development of knowledge and skills that influence healthy behaviors within the context of self, family, school, and the local and global community. The mission of the CCCS for comprehensive health and physical education is knowledge of health and physical education concepts and skills to empower students to assume lifelong responsibility to develop physical, social, and emotional wellness.

The CCCS incorporate New Jersey statutes related to health and well-being of students in New Jersey schools. The following statutes incorporated into the CCCS include, but are not limited to, the following requirements:

1. Accident and Fire Prevention (N.J.S.A. 18A:6-2) requires instruction in accident and fire prevention. Regular courses of instruction in accident prevention and fire prevention shall be given in every public and private school in New Jersey. Instruction shall be adapted to the understanding of students at different grade levels.
2. Breast Self-Examination (N.J.S.A. 18A:35-5.4) requires instruction on breast self-examination. The Board of Education shall operate an educational program for students in grades seven through twelve with instruction in breast self-examination. The instruction shall take place as part of the district's implementation of the CCCS in Comprehensive Health and Physical Education and the comprehensive health and physical education curriculum framework shall provide school districts with sample activities that may be used to support implementation of the instructional requirement.
3. Bullying Prevention Programs (N.J.S.A. 18A:37-17) requires the establishment of bullying prevention programs. The school district is encouraged to establish bullying prevention programs and other initiatives involving school staff, students, administrators,



POLICY

MANASQUAN BOARD OF EDUCATION

Program
2422/Page 2 of 7
HEALTH EDUCATION

volunteers, parents, law enforcement, and community members. To the extent funds are appropriated for these purposes, the school district shall: (1) provide training on the school district's Harassment, Intimidation, or Bullying Policy to school employees and volunteers who have significant contact with students; and (2) develop a process for discussing the district's Harassment, Intimidation, or Bullying Policy with students. Information regarding the school district Policy against harassment, intimidation, or bullying shall be incorporated into the school's employee training program.

4. Cancer Awareness (N.J.S.A. 18A:40-33) requires the development of a school program on cancer awareness. The Commissioner of Education, in consultation with the State school Boards, shall develop a cancer awareness program appropriate for school-aged children.
5. Dating Violence Education (N.J.S.A. 18A:35-4.23a) requires instruction regarding dating violence in grades seven through twelve. The school district shall incorporate dating violence education that is age appropriate into the health education curriculum as part of the district's implementation of the CCCS in Comprehensive Health and Physical Education for students in grades seven through twelve. The dating violence education shall include, but not be limited to, information on the definition of dating violence, recognizing dating violence warning signs, and the characteristics of healthy relationships.
6. Domestic Violence Education (N.J.S.A. 18A:35-4.23) allows instruction on problems related to domestic violence and child abuse. The Board of Education may include instruction on the problems of domestic violence and child abuse in an appropriate place in the curriculum of elementary school, middle school, and high school students. The instruction shall enable students to understand the psychology and dynamics of family violence, dating violence, and child abuse; the relationship of alcohol and drug use to such violence and abuse; the relationship of animal cruelty to such violence and abuse; and to learn methods of nonviolent problem-solving.



POLICY

MANASQUAN BOARD OF EDUCATION

Program
2422/Page 3 of 7
HEALTH EDUCATION

7. Gang Violence Prevention (N.J.S.A. 18A:35-4.26) requires instruction in gang violence prevention for elementary school students. A Board of Education that operates an educational program for elementary school students shall offer instruction in gang violence prevention and in ways to avoid membership in gangs. The instruction shall take place as part of the district's implementation of the CCCS in Comprehensive Health and Physical Education and the comprehensive health and physical education curriculum framework shall provide the school district with sample materials that may be used to support implementation of the instructional requirement.
8. Health, Safety, and Physical Education (N.J.S.A. 18A:35) requires that all students in grades one through twelve participate in at least two and one-half hours of health, safety, and physical education each school week. Every student, except Kindergarten students, attending the public schools, insofar as he or she is physically fit and capable of doing so, as determined by the medical inspector, shall take such courses, which shall be a part of the curriculum prescribed for the several grades. The conduct and attainment of the students shall be marked as in other courses or subjects, and the standing of the student in connection therewith shall form a part of the requirements for promotion or graduation. The time devoted to such courses shall aggregate at least two and one-half hours each school week, or proportionately less when holidays fall within the week.

Pursuant to N.J.A.C.6A:8-5.1 adopted in June 2009, district boards of education shall establish a process to approve individualized student learning opportunities that meet or exceed the Core Curriculum Standards. This new regulation requires all high schools to adopt "option II" policies and procedures that permit a student or group of students to meet or exceed the core standards in any subject area through alternative activities. These activities may be school sponsored or accomplished outside the school. Documentation of the student's achievement of the curricular objectives is required.

The local board of education would have to approve the child's participation as an alternative means of achieving the core



POLICY

MANASQUAN BOARD OF EDUCATION

Program
2422/Page 4 of 7
HEALTH EDUCATION

standards. The procedure would be much the same as outlined above.

By law, students are required to participate in 150 minutes of health, safety, and physical education per week. If the school's program exceeds the required number of minutes, the school administration should discuss with both teachers how to accommodate the child's participation in both programs without penalty to the child. At the high school level, many schools provide four days per week of instruction in health and physical education to accommodate a fifth day for lab science.

9. Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1) requires instructional programs on drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances and the development of curriculum guidelines. Instructional programs on the nature of drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances, as defined in Section 2 of P.L.1970, c.226 (C.24:21-2), and their physiological, psychological, sociological, and legal effects on the individual, the family, and society shall be taught in the public school and in each grade from Kindergarten through grade twelve in a manner adapted to the age and understanding of the students. The programs shall be based upon the curriculum guidelines established by the Commissioner of Education and shall be included in the curriculum for each grade in such a manner as to provide a thorough and comprehensive treatment of the subject.
10. Lyme Disease Prevention (N.J.S.A. 18A:35-5.1) requires the development of Lyme disease curriculum guidelines. The guidelines shall emphasize disease prevention and sensitivity for victims of the disease. The Commissioner of Education shall periodically review and update the guidelines to insure that the curriculum reflects the most current information available.
11. Organ Donation (N.J.S.A. 18A:7F-4.3) requires information relative to organ donation to be given to students in grades nine through twelve. The goals of the instruction shall be to:



POLICY

MANASQUAN BOARD OF EDUCATION

Program
2422/Page 5 of 7
HEALTH EDUCATION

- a. Emphasize the benefits of organ and tissue donation to the health and well-being of society generally and to individuals whose lives are saved by organ and tissue donations, so that students will be motivated to make an affirmative decision to register as donors when they become adults.
- b. Fully address myths and misunderstandings regarding organ and tissue donation.
- c. Explain the options available to adults, including the option of designating a decision-maker to make the donation decision on one's behalf.
- d. Instill an understanding of the consequences when an individual does not make a decision to become an organ donor and does not register or otherwise record a designated decision-maker.

The instruction shall inform students that, beginning five years from the date of enactment of P.L.2008, c.48 (C.26:6-66 et al.), the New Jersey Motor Vehicle Commission will not issue or renew a New Jersey driver's license or personal identification card unless a prospective or renewing licensee or card holder makes an acknowledgement regarding the donor decision pursuant to Section 8 of P.L.2008, c.48 (C.39:3-12.4). The Commissioner of Education, through the non-public school liaison in the Department of Education, shall make any related instructional materials available to private schools educating students in grades nine through twelve, or any combination thereof. Such schools are encouraged to use the instructional materials at the school; however, nothing in N.J.S.A. 18A:7F-4.3 shall be construed to require such schools to use the materials.

12. Sexual Assault Prevention (N.J.S.A. 18A:35-4.3) requires the development of a sexual assault prevention education program. The Department of Education in consultation with the advisory committee shall develop and establish guidelines for the teaching of sexual assault prevention techniques for utilization by local school districts in the establishment of a sexual assault prevention education program. Such program shall be adapted to the age and understanding of the students and shall be emphasized in



POLICY

MANASQUAN BOARD OF EDUCATION

Program
2422/Page 6 of 7
HEALTH EDUCATION

appropriate places of the curriculum sufficiently for a full and adequate treatment of the subject.

13. Stress Abstinence (N.J.S.A. 18A:35-4.19 through N.J.S.A. 18A:35-4.22), also known as the "AIDS Prevention Act of 1999," requires sex education programs to stress abstinence. Any sex education that is given as part of any planned course, curriculum, or other instructional program and that is intended to impart information or promote discussion or understanding in regard to human sexual behavior, sexual feelings and sexual values, human sexuality and reproduction, pregnancy avoidance or termination, HIV infection or sexually transmitted diseases, regardless of whether such instruction is described as, or incorporated into, a description of "sex education," "family life education," "family health education," "health education," "family living," "health," "self esteem," or any other course, curriculum program, or goal of education, and any materials including, but not limited, to handouts, speakers, notes, or audiovisuals presented on school property concerning methods for the prevention of acquired immune deficiency syndrome (HIV/AIDS), other sexually transmitted diseases, and of avoiding pregnancy, shall stress that abstinence from sexual activity is the only completely reliable means of eliminating the sexual transmission of HIV/AIDS and other sexually transmitted diseases and of avoiding pregnancy.
14. Suicide Prevention (N.J.S.A. 18A:6-111) requires instruction in suicide prevention in public schools. Instruction in suicide prevention shall be provided as part of any continuing education that public school teaching staff members must complete to maintain their certification; and inclusion of suicide prevention awareness shall be included in the CCCS in Comprehensive Health and Physical Education.
15. Cardiopulmonary Resuscitation (N.J.S.A. 18A:35-4.28 and 18A:35-4.29) requires instruction in the use of automated external defibrillator for students. Instruction shall be provided in cardiopulmonary resuscitation and the use of an automated external defibrillator to each student in a public school that includes grades nine through twelve prior to graduation as part of the district's implementation of the CCCS in Comprehensive Health and Physical Education. The instruction provided shall be



POLICY

MANASQUAN BOARD OF EDUCATION

Program
2422/Page 7 of 7
HEALTH EDUCATION

modeled from an instructional program established by the American Heart Association, American Red Cross, or other nationally recognized association and shall include a hands-on learning component.

16. Other Statutory or Administrative Codes. The Board will incorporate into its health and physical education curriculum any other requirements of the New Jersey Department of Education's CCCS in Comprehensive Health and Physical Education.

In accordance with the provisions of N.J.S.A. 18A:35-4.7, any student whose parent presents to the Principal a signed statement that any part of the instruction in health, family life, or sex education is in conflict with his/her conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course where such instruction is being given and no penalties as to credit or graduation shall result.

A copy of the CCCS for Comprehensive Health and Physical Education and all related curriculum/course guides and instructional material shall be available for public inspection in each school.

Adopted: 14 June 2011
Revised: 22 March 2016

Revised: 21 March 2017



POLICY GUIDE

PROGRAM
2467/page 1 of 4
Surrogate Parents and Foster Parents
Feb 17
M

[See POLICY ALERT Nos. 170, 185 and 211]

2467 SURROGATE PARENTS AND FOSTER PARENTS

Federal and State laws require the Board ensure the rights of a student are protected through the provision of an individual to act as surrogate for the parent(s) and assume all parental rights under N.J.A.C. 6A:14-2.2 when:

1. The parent, (as defined according to N.J.A.C. 6A:14-1.3), cannot be identified ~~or located after reasonable efforts~~;
2. **The parent cannot be located after reasonable efforts;**
32. An agency of the State of New Jersey has guardianship of the student and that agency has not taken steps to appoint a surrogate parent for the student;
43. The student is a ward of the State and no State agency has taken steps to appoint a surrogate parent for the student;
54. No parent can be identified for the student in accordance with N.J.A.C. 6A:14-1.3 except a foster parent, the foster parent does not agree to serve as the student's parent, and no State agency has taken steps to appoint a surrogate parent for the student; and
65. The student is an unaccompanied homeless youth and no State agency has taken steps to appoint a surrogate parent for the student.

Qualifications and Selection

The district will make reasonable efforts to appoint a surrogate parent within thirty days of its determination that a surrogate parent is required for a student. If the district fails to appoint a surrogate parent for a ward of the State, a judge may appoint a surrogate parent if the judge determines a surrogate parent is necessary for such a student.



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POLICY GUIDE

PROGRAM
2467/page 2 of 4
Surrogate Parents and Foster Parents

The person serving as a surrogate parent shall:

1. ~~Shall H~~have no interest that conflicts with those of the student he/she represents;
2. ~~Shall P~~possess the knowledge and skills that ensure adequate representation of the student;
3. ~~Shall N~~ot be replaced without cause;
4. ~~Shall B~~be at least eighteen years of age;
5. ~~Shall H~~have a criminal history review in accordance with N.J.S.A. 18A:6-7.1 completed prior to his or her serving as the surrogate parent, if the school district compensates the surrogate parent for such services; and
6. ~~Shall N~~ot be an employee of the New Jersey Department of Education, this district, or a public or nonpublic agency that is involved in the education or care of the child.

[Optional - A surrogate parent may be paid solely to act in this capacity.]

The Supervisor of Special Education shall serve as Surrogate Parent Coordinator and will: determine whether there is a need for a surrogate parent for a student; contact any State agency that is involved with the student to determine whether the State has a surrogate parent appointed for the student; and will make reasonable efforts to appoint a surrogate parent for the student within thirty days of determining that there is a need for a surrogate parent for the student.

When a student (who is or may be a student with a disability) is in the care of a foster parent ~~residing in this district~~, and the foster parent is not the parent of the student as defined in N.J.A.C. 6A:14-1.3, the _____ district where the foster parent resides shall contact the student's case manager at the Division of Child Protection and Permanency (DCP&P) Youth and Family Services (DYFS) in the Department of Children and Families Human Services to determine whether the parent(s) retains the right to make educational decisions and to determine the whereabouts of the parent(s).



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POLICY GUIDE

PROGRAM
2467/page 3 of 4
Surrogate Parents and Foster Parents

If the parent(s) retains the right to make educational decisions and the parent's whereabouts are known to the school district, the **Surrogate Parent Coordinator** _____ shall obtain all required consent from and provide written notices to the parent(s).

If the district cannot ascertain the whereabouts of the parent(s), the **foster parent, unless that person is unwilling to do so, shall serve as the parent pursuant to N.J.A.C. 6A:14-1.3.** _____ ~~shall consult with the student's case manager at DYFS to assist in identifying an individual, including the foster parent, who may serve as a surrogate.~~ If there is no foster parent, or if the foster parent is unwilling to serve as the student's parent pursuant to N.J.A.C. 6A:14-1.3, the **Surrogate Parent Coordinator** _____ shall consult with the student's case manager at **DCP&P DYFS** to assist in identifying an individual to serve as a surrogate parent and the _____ shall appoint a surrogate parent and obtain all required consent from, and provide written notices to, the surrogate parent.

Training

N.J.A.C 6A:14-2.2(d) requires the district train surrogate parents so they have the knowledge and skills that ensure adequate representation of the student. The **Surrogate Parent Coordinator** _____ shall coordinate the training for surrogate parents. The training will include, but not be limited to:

1. Providing the surrogate parent a copy of:
 - a. Parental Rights in Special Education booklet;
 - b. N.J.A.C. 6A:14;
 - c. The Special Education Process;
 - d. Code Training Materials from the Department of Education website; and
 - e. Other relevant materials.



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POLICY GUIDE

PROGRAM
2467/page 4 of 4
Surrogate Parents and Foster Parents

2. Providing the surrogate parent an opportunity to meet with the **Surrogate Parent Coordinator** _____ to discuss the rights of the surrogate parent and the applicable statutes, administrative codes, and Federal laws. The **Surrogate Parent Coordinator** _____ shall provide the surrogate parent the opportunity to review and to become familiar with the State and Federal requirements for assessment, individualized educational program development, and parental rights with respect to the referral and placement process, including their rights with respect to seeking a due process hearing if they disagree with the local procedure or decisions;
3. Providing the surrogate parent adequate time to become familiar with the student and the nature of the student's disability through a review of the student's record;
4. Providing the surrogate parent an opportunity to confer with the student's case manager to discuss the student; and
5. Other information and resources to provide the surrogate parent the knowledge and skills to ensure adequate representation of the student.

Rights of the Surrogate Parent

A surrogate parent appointed in accordance with N.J.A.C. 6A:14-2.2 shall assume all parental rights under N.J.A.C. 6A:14.

N.J.A.C. 6A:14-2.2

Adopted: 14 June 2011

Revised: 21 March 2017



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REGULATION GUIDE

PROGRAM

R 2460.15/page 1 of 1

Special Education – In-service Training Needs for
Professional and Paraprofessional Staff

Feb 17

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[See POLICY ALERT No. 211]

R 2460.15 SPECIAL EDUCATION – IN-SERVICE TRAINING NEEDS FOR PROFESSIONAL AND PARAPROFESSIONAL STAFF

The in-service training needs for professional and paraprofessional staff who provide special education, general education, or related services will be identified and appropriate in-service special education training will be provided by the district.

The district will maintain information to demonstrate its efforts to:

1. Prepare general and special education personnel with the content knowledge and collaborative skills needed to meet the needs of children with disabilities;
2. Enhance the ability of teachers and others to use strategies, such as behavioral interventions, to address the conduct of students with disabilities that impedes the learning of students with disabilities and others;
3. Acquire and disseminate to teachers, administrators, Board members, and related services personnel, significant knowledge derived from educational research and other sources and how the district will, if appropriate, adopt promising practices, materials, and technology;
4. Insure that the in-service training is integrated to the maximum extent possible with other professional development activities; and
5. Provide for joint training activities of parents and special education, related services, and general education personnel.

Adopted:



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March 21, 2017

ELEMENTARY SCHOOL PERSONNEL

THE CHIEF SCHOOL ADMINISTRATOR RECOMMENDS THE FOLLOWING
ELEMENTARY SCHOOL PERSONNEL TO THE BOARD OF EDUCATION:

Leave of Absence:

Recommend approval of the request for TCH.MS.MATH.08.04 (4468) to take a paid medical leave of absence beginning on September 5, 2017 through October 16, 2017, and an unpaid Family Medical Leave of Absence beginning on October 17, 2017 through January 23, 2018, and a Child Care Leave of Absence beginning on January 24, 2018 through May 2, 2018, with an expected return date of May 3, 2018. (*pending placement on the school 17/18 re-hire list*)

Resignation

Recommend the approval of the resignation of **Elise Boyes**, TCH.ES.ELEM.KD.03, Elementary School Teacher, for the purpose of retirement, effective July 1, 2017.

Manasquan Public Schools

2016-2017

School Calendar

DOCUMENT 1

APPROVED: 3/1/2016
 REVISED: 3/21/2017
 /_/ SCHOOLS CLOSED
 () SCHOOLS REOPEN

SEPTEMBER 2016

S	M	T	W	T	F	S
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4	/5/	(6)	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER 2016

S	M	T	W	T	F	S
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2	3	4	5	6	7	8
9	/10/	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

NOVEMBER 2016

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	/10	11/	12
13	14	15	16	17	18	19
20	21	22	23	/24	25/	26
27	28	29	30			

DECEMBER 2016

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	/24
25	26	27	28	29	30	31

JANUARY 2017

S	M	T	W	T	F	S
1	2/	(3)	4	5	6	7
8	9	10	11	12	13	14
15	/16/	17	18	19	20	21
22	/23/	24	25	26	27	28
29	30	31				

Pupil Days

September

- 1 Faculty Meeting/Staff In-Service (19)
- 2-5 Labor Day Weekend - Schools Closed
- 6 Schools Open - 1/2 Day - Faculty In-Service

October

- 10 Columbus Day - Faculty Only - District (20)
- In-Service

November

- 10-11 Teacher's Convention-Schools Closed (18)
- 23 1/2 Day Thanksgiving Recess
- 24 Thanksgiving Day
- 25 Thanksgiving Recess

December

- 5 Early Dismissal/Staff In-Service (17)
- 23 Holiday Recess begins at 12:30p.m.

January

- 2 Holiday Recess (19)
- 3 Schools Re-open
- 16 Martin Luther King Day
- 23 Faculty Only - District In-Service

February

- 13-17 Winter Recess (15)
- 20 Schools Re-open

March

- 2 Early Dismissal/Staff In-Service (23)

April

- 6 Early Dismissal/Staff In-Service (14)
- 14-21 Spring Recess
- 24 Schools Re-open

May

- 26-29 Memorial Day Weekend (21)
- 26 Early Dismissal
- 29 Memorial Day

June

- 20 Students' Last Day (14)
- 21 Teachers' Last Day
- 21 Students' Last Day
- 22 Teachers' Last Day

Total Pupil Days: 180

Total Teacher Days: 184

THIS SCHEDULE IS SUBJECT TO EMERGENCY CHANGES & OTHER ADJUSTMENTS AS APPROVED BY THE BOARD AND/OR SUPERINTENDENT. JANUARY 16 WILL BE USED AS A MAKE UP DAY IF SNOW DAYS OCCUR BEFORE THAT DAY. MAY 26 WILL BE USED AS A MAKE UP DAY IF NECESSARY. ANY ADDITIONAL DAYS WILL BE MADE UP AT THE END OF THE SCHOOL YEAR. NO PLANS SHOULD BE MADE THAT CANNOT BE ADJUSTED.

FEBRUARY 2017

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	/13	14	15	16	17/	18
19	(20)	21	22	23	24	25
26	27	28				

MARCH 2017

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL 2017

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	/14	15
16	17	18	19	20	21/	22
23	(24)	25	26	27	28	29
30						

MAY 2017

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	/29/	30	31			

JUNE 2017

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	/23	24
25	26	27	28	29	30/	

March 21, 2017

HIGH SCHOOL PERSONNEL

THE CHIEF SCHOOL ADMINISTRATOR RECOMMENDS THE FOLLOWING HIGH SCHOOL PERSONNEL TO THE BOARD OF EDUCATION:

Additional Compensation

Recommend the approval of the following coaches to chaperone the Manasquan High School Surf Team at the NSSA Interscholastic National Championships, June 14 – June 20, 2017 (6 nights), at a stipend of **\$225.00** each per night:

- **Kristen Buss**
- **Joseph LaCarrubba**

Substitutes:

Recommend approval of the following substitutes for the 2016-2017 SY, pending documentation as applicable:

Secretary

Matrale, Ashley	
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March 21, 2017